

THE ANDOVER SUMMER SESSION 1984



The Andover Summer Session 1984

June 28–August 9



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CONTENTS

5	Introduction to Andover
11	Academic Credit
10	Academic Requirements
11	Academic Standards
7	Admissions
15	Afternoon Activities
21	Intensive Studio Art
38-39	Chamber Music Program
18	Chaplain's Colloquia
16	College Counseling
10	Course Selection
15	Daily Schedule
13	Discipline
13	Dormitory Life
10	Drawing Accounts
15	Dress
16	Encounter Program
9	Expenses (Tuition, Board & Room)
10	Grades
15	Homework
17	Medical Care
14	Off-Campus Excuses
16	Off-Campus Trips & Tours
17	Religious Services
9	Scholarships
15	School Meeting Time
14	Student Work Program
6	The Andover Summer Session
18	The Winter Session
21-46	Course Descriptions, majors
49-66	Course Descriptions, minors
69-79	The Students of 1983
80-82	The Faculty of 1983
83	Enrollment and Geographical Distribution
84-85	Campus Map & Index of Buildings
86	Andover Area Map & Travel to Andover
87	Index of Courses
88	General Index
89-96	Application Forms and Envelope Application Cards (on back cover)



Andover

Phillips Academy, usually called Andover, is the oldest incorporated boarding school in the nation, now in its 206th year. From its beginning the Academy has been open to youths from all sections of the country and from abroad, seeking always to develop in its students sound scholarship, character, and self-reliance in a tradition of national service and devotion to democratic ideals.

The buildings and facilities of the Academy, located on 450 acres of landscaped campus, are uncommonly varied and beautiful, even among preparatory schools and indeed among most colleges. Particularly outstanding are the Addison Gallery of American Art, the Peabody Museum of Archaeology, the Moncrieff Cochran Sanctuary, the Arts and Communications Center, the 101,000-volume Oliver Wendell Holmes Library, and the impressive new athletic complex. In addition, Andover's six classroom buildings lend their own special charm to the campus: Charles Bullfinch Hall (English), Thomas Evans Hall (Sciences), William B. Graves Hall (Music), Samuel F. B. Morse Hall (Mathematics), Eliphalet Pearson Hall (Classics), and Samuel Phillips Hall (History and Modern Foreign Languages).

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor in Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere engraved the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.



The Andover Summer Session

*emphasize
feature first*

The Summer Session makes use of all the facilities of Phillips Academy and is open to able students from public and private schools. Its purpose is to provide a summer experience that deepens and extends the intellectual, aesthetic, and moral interests of boys and girls of high school age. Courses in all subjects at all levels demand rigorous application. Many courses offer subjects or approaches rarely found in the conventional secondary school curriculum; given the qualifications and concern of the instructors and the high caliber of the students, all courses proceed rapidly and probe deeply; and the advanced courses are conducted at the Advanced Placement college level.

The teaching faculty is a highly professional group of men and women which numbered 104 in 1983. Many of the teachers are from the Phillips Academy faculty, the rest are from other distinguished schools and colleges.

One of the most pleasant and beneficial experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic circumstances. In 1983 the 852 students (411 boys and 441 girls) came from 47 states, the District of Columbia, two U.S. Territories and 20 foreign countries; 21 percent were on full or partial scholarships.

Students may choose a course or courses that enable them to explore fields in which they have already demonstrated competence, or they may choose to begin work in a new field. Applicants should take note that the Summer Session's courses are for strongly motivated students. All courses are specially designed to move at a rapid pace with depth and intensity. Average class size in 1983 was 13.

Admissions

*new 9th
grade
statement*

The Summer Session accepts academically qualified boys and girls who have completed the tenth, eleventh, or twelfth grades, and a very limited number of ninth graders who show particular promise, maturity, and drive. The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity; and the Committee expects the applicant to have a strong school record and a serious desire to spend the summer in challenging, disciplined study. For this reason we do not permit weddings or other family functions to interfere with classes, which are held six days a week.

While it is clear that ninth graders have done well and enjoyed themselves at Andover in the summer program, our reservations about accepting younger children are based on the fact that the older students generally get a lot more out of the experience, and the total curricular offerings often favor them over the ninth graders, who usually do not have the prerequisites for many of the courses. Consequently, while ninth graders are eligible for admission to the Summer Session, we give preference to the older students, particularly since they may not be able to apply in later years, and we encourage ninth graders to put off their applications for a year or so, if at all possible.

As a general rule, those who have attended the Andover Summer Session once are not eligible to attend a second time. Our policy is to give the experience to as many boys and girls as we possibly can, and we think that it is sound advice to urge students to seek different experiences every summer.





Application Envelope

All application material—the recommendations, the school report, the transcript, the autobiographical statement, together with the application form itself—must be placed in the tear-out envelope provided in the back of the catalog and mailed to the Andover Summer Session. Mailing the application material in any other way than in the single package results in serious delay for that application and may even jeopardize the applicant's chances for acceptance.

Application Forms

Four tear-out application forms are provided in the back of the catalog: the student application (Form 1) to be filled out by the student and signed by a parent; the school report (Form 2) to be filled out by the school counselor, placed in a sealed envelope provided by the student, signed across the seal by the counselor, and collected by the student, who will then enclose it, together with the other application material, in the application envelope provided in the back of the catalog; and two teacher recommendations

(Forms 3 & 4) to be filled out by the student's instructors and handled in precisely the same way as the school report. In addition, the student supplies an autobiographical statement (Directions are on the back of Form 1) and requests his or her school to enclose a transcript that includes the current year grades in the envelope that contains the school report (Form 2).

When to Apply

Students should apply immediately after receiving the 1984 catalog in January or February. There is no application deadline in the usual sense of the term. However, applications which arrive later than March 1 are often too late for applicants to get their first or second choices or too late for any place except on a waiting list—at best an uncertain prospect for admission.

All four application forms and the student's autobiographical statement are very important in the admissions process. The question of admittance cannot be determined until all application material has been received; and since the capacity of the Summer Session is limited, early application is necessary to avoid disappointment.

Tuition, Board, and Room

The \$1850 charge for boarding students includes tuition, board, and room. The day student charge of \$1300 covers tuition, all meals, and a place to study in a dormitory. Within two weeks of acceptance, the student pays a non-refundable \$300 deposit, credited toward the tuition charge. To ensure the student's admission the balance is due on or before May 28. All checks should be made payable to the Trustees of Phillips Academy.

In accordance with Summer Session policy a student cannot be registered until his bill is paid, and no refund is made of the deposit or of the tuition itself to the student who withdraws or is dismissed.

Scholarships

Since we would not want any qualified student to be denied the opportunity of attending the Summer School merely because of his or her inability to pay, partial and full scholarships are awarded according to financial need, which is determined by computation based upon the parents' income and not upon academic performance. Given the fact that our funds are limited, in fairness to everyone, we ask that students apply for scholarship aid only if they cannot attend the Summer Session without it. Early application is absolutely necessary for those requiring financial aid. All application forms, including the Financial Aid form, must be received no later than March 1; and since a Financial Aid form is not sent automatically, please call or write for it.



Drawing Accounts

A drawing account in the Treasurer's Office is the best way for students to handle their "spending money." A separate check for such an account should be made payable to the Trustees of Phillips Academy and mailed in before June 1st.

Students who wish to live as simply as possible should not find expenditures for textbooks and extras in excess of \$250. (For greater expenses, see Trips and Tours.)

Academic Requirements Major and Minors

The course load for each student is 18 hours of class work a week (three hours a day in the classroom, six days a week). The requirement is fulfilled by taking either a 12-hour major course and a 6-hour minor or by taking one 18-hour course. Since, in general, up to one and a half hours of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with the 18-hour program. Exceptions: By their special nature the Advanced Computer, the Chamber Music Program, and Intensive Studio Art spend 24 hours a week in the classroom.

Selecting Courses

Students should select their courses with care, noting any prerequisites, and they should list alternate choices in order of preference. It is important that our applicants understand that, despite our best efforts, it is sometimes necessary for them to accept their second or third choices of courses: on the one hand, the Summer Session reserves the right to withdraw any course that fails to attract a sufficient enrollment; and conversely, many courses simply fill up very quickly, and often it is not possible to offer multiple sections of the most popular subjects.

Grades

Grades are given in all summer courses on the regular Phillips Academy scale of zero through six. Translation of our scale is shown below:

6 High Honors	100 - 93
5 Low Honors	92 - 85
4 Good	84 - 77
3 Satisfactory	76 - 69
2 Passing	68 - 60
1 Failure	Below 60
0 Low Failure	Below 40





Academic Standards

The standards for evaluating a student's performance in the Andover Summer Session are the same as for those who attend Phillips Academy in the wintertime. The student should, therefore, be forewarned that what passes for excellence in many schools may be only average here. To study at Andover is, in large measure, to compete with some of the ablest minds of one's generation.

Academic Credit

Students seeking academic credit for summer study should make arrangements in advance with their own schools. Since many courses do not cover the material in standard curricula, they might not fulfill the requirements of the student's home school; and applicants must, therefore, check to see what their schools will accept.

We recommend that schools give equivalent credit for any of our Summer Session courses in which students earn a grade of 3 or better; the higher the grade, the more enthusiastic our recommendation.

Upon request, the Summer Session gladly forwards grades and a copy of the teachers' final comments. There is a charge of \$2.00 for each request after the first.

Chamber Music Program

The Andover Summer Session offers a special opportunity for musically talented students in a Chamber Music Program. The program provides individual instruction, ensemble work, a chamber orchestra, and chorus involving all combinations of voice, piano, strings, woodwinds, and brass instruments.

Music students are an integral part of the Andover Summer Session—class hours, afternoon activities and mealtimes, for example, are the same for music participants as for all other students. For more information, please see pages 38 and 39.

Music Lessons

For those who do not participate in the Chamber Music Program but would like to study music during the summer, private lessons on nearly every instrument of a Chamber Music Orchestra, as well as on guitar and some instruments used only in symphonic music, are available on a non-credit basis for an additional fee.

Please note that music and voice lessons are not major or minor courses; nor are they taken in lieu of courses. Music lessons are extracurricular, individual, and private.

Intensive Studio Art

The Summer Session also offers a special program for promising students of the Visual Arts. This unusual opportunity provides an intensive and thorough preparation for Advanced Placement portfolios in Ceramics, Photography, Painting, Printmaking, and Sculpture.

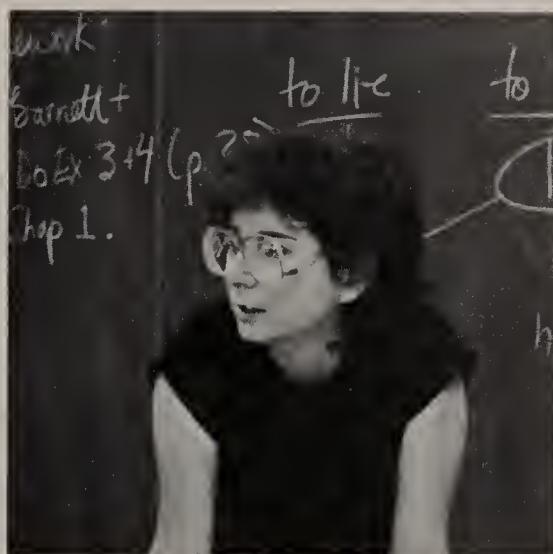
Intensive Studio Art students have the same daily schedule as the rest of the student body, but their academic work is singularly and exclusively in the field of visual art. See p. 21 for more information.

Advanced Computer

Still another special program presented by the Summer Session is "Advanced Computer," offered only to those students who are already acquainted with a computer language and can fulfill the requirements noted on p. 36.

Advanced Computer is designed to prepare the student for the new Advanced Placement Examination in Computer Science.





Dormitory Life

For most students, living closely with other young people of widely different backgrounds is one of the most rewarding experiences of the Andover Summer Session. For that reason in particular, requests for friends as roommates are not honored.

Faculty members in charge of dormitories are called House Counselors and are directly responsible for the students in their care. House Counselors take the time to learn about each of their students, look after their welfare, stay abreast of their activities, and act as their advisors; and they write reports on their overall performance at the end of the Session.

Unlike grades and Teachers' Reports, House Counselor Reports are not part of the students' Summer Session transcript; House Counselor Reports are only for the information of parents.

Individual Responsibility and Discipline

The Summer Session assumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs and to take responsibility for their own actions whether or not they are explicitly covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not gamble nor purchase, possess, or use alcohol, drugs, or drug paraphernalia. With parental permission students may smoke, but only in their own rooms; and they may not drive an automobile or motorcycle, nor may they ride in a private car without permission from one of the Deans.

Students who show themselves unwilling to conform to the rules or the spirit of the Summer Session, who neglect their work, commit plagiarism, or who are believed to jeopardize the welfare of others are dismissed.



Off-Campus Excuses

With written permission from their parents and from the Summer Session, students may (except on the first weekend) leave campus on Saturday or Wednesday afternoon or on Sunday, or they may make a weekend overnight visit (Saturday night) to their own home or to a friend's. Overnight Excuses expire at 8:00 p.m. Sunday, Day Excuses at 8:00 p.m. on the day of the excuse. No off-campus excuse, whether with or without parents, may interfere with the student's responsibility to attend every class, Monday through Saturday.

The Work Program

The Academy continues to maintain its tradition of service and individual self-reliance, and it firmly believes in the value and dignity of productive labor in concert with one's peers. Consequently, students are expected to participate in a work program designed to maintain a healthy standard of living in the dormitories, and students must also take a brief turn at scullery duty in the kitchen and dining hall.

Dress Dress is informal, but students are expected to be clean and neat. Boys and girls wear pretty much what they please; and although coats, ties, and dresses continue to appear, there is no dress code.

Study Hours There are many short periods in the daily schedule when students can study, but the bulk of their "homework" is customarily accomplished in the evenings after 8:00. Whether studying in their dormitories, the Library, the Photo or Language Laboratory, the Art Studio, or wherever, students are required to keep these evening hours quiet and in every way conducive to study.

The Daily Schedule

7:15	Breakfast
8:00—10:00	Major Course Classes
10:00—10:30	School Meeting
10:30—11:42	Minor Course Classes*
11:47—12:59	Minor Course Classes*
11:30— 1:30	Lunch
1:35— 2:55	College Rap Sessions**
3:05— 5:05	Afternoon Activities**
5:00— 6:30	Dinner
8:00	Evening Study Begins
10:00	Students in their Dorms
11:00	Students in Own Room

*No Minor Course classes on Wednesdays

**Not applicable on Wednesday and Saturday

School Meeting Time The daily school meeting from 10:00 to 10:30 a.m. is intended to be a morning break for students and faculty alike and is usually spent in informal talk over coffee, milk, and cookies, although often it is also the occasion for school announcements or entertainment.

Afternoon Activities The Summer Session has a strong instructional and recreational program. Such activities as basketball, tennis, swimming, soccer, styxball (a coed cross between boys' and girls' lacrosse), softball, volleyball, weight training, ballet, aerobics, modern dance, physical fitness and squash are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Of additional interest are a number of activities not always available in secondary schools. Some of the most popular are cycling, fencing, karate, running, jogging, and water polo. See also "Encounter," page 16.

Encounter

In recent years, the Summer Session has developed an outdoor education program called Encounter, which is available as an afternoon activity. It is directed and conducted by outdoor specialists who work with similar programs throughout the year. In general, Encounter is a series of physical and psychological challenges—compass-bearing hiking, rock climbing, rappelling, canoeing, and obstacle course maneuvers—in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Past popularity requires that Encounter be given twice, in three-week segments, to allow the largest possible enrollment.

Students who exhibit adequate talent and maturity may, with the approval of their Encounter directors, occasionally participate in a weekend Wilderness Trail Hiking trip. These special trips are under the direction of the Encounter Program and cost the student \$40.00 in extra expenses.

College Counseling

A special feature of the Andover Summer Session is the services of a full-time College Counselor who arranges for trips to colleges and universities (with guided tours but not individual interviews) and also schedules meetings on the Andover campus with college representatives. The on-campus meetings are called College Rap Sessions and occur four days a week from 1:35 to 2:55 p.m. Students can thus meet, listen to, and question many college representatives in the course of the session.

Trips and Tours

Special trips and tours offer travel to such things as Red Sox baseball games, the beach on Sundays, nearby college campuses, whale watching off Portsmouth, N.H., Tanglewood Concerts, etc.

Sunday beach trips are partially supported by the Summer Session and cost the student \$6.00 per trip, but the full expense of the other special trips is passed on to the students at prices that cover all costs. Those availing themselves of several such opportunities may well need more than the usual \$250 to cover minimal expenditures.



Health Supervision and Medical Expenses

The Isham Infirmary of Phillips Academy is licensed by the Commonwealth of Massachusetts. Graduate nurses are on duty at all times, and in addition to usual office hours a physician is always on call. All minor illnesses and injuries are treated at Isham by the infirmary staff. Parents are responsible for the cost of outpatient surgery, medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, and orthopedic appliances. Daily charges are made when a student is admitted to Isham. Laboratory services are provided by Bon Secours Hospital in nearby Methuen on specimens delivered there. A family medical insurance policy will meet most in-patient charges at Isham, and a low-cost voluntary medical insurance plan, which supplements but does not duplicate the family coverage, is offered to all students. Full details are sent after acceptance. Students accepted in the Summer Session are not required to have routine physical examinations if they are in good health. Forms are provided for a medical questionnaire to parents for a record of current immunizations and parental consent for treatment. If significant health problems or hazards, such as allergies, exist, they **MUST** be reported and accompanied by current evaluation and recommendations by the appropriate physicians.

Religion

Protestant churches of several denominations, a Roman Catholic church, and a Jewish Reform Temple in the town of Andover welcome students of the Summer Session for worship; and both Christian and Jewish services are also held by the respective Chaplains in the Academy's Cochran and Kemper Chapels every week.

Chaplains' Colloquia

The Chaplains organize and emcee weekly colloquia on contemporary socio-ethical issues. These meetings, held Tuesday evenings from 6:45 to 7:45 p.m., feature speakers and/or movies to prompt a focused debate on a controversial event or attitude. Brief discussion follows each presentation. The colloquia are open to all who wish to attend.





Winter Session

The Andover Summer Session is not a stepping stone toward admission to the regular academic year at Phillips Academy. The latter has an application deadline of February 1 and an admissions deadline of March 10. Hence, there is no way for a student to go from the Summer Session to the regular session in the fall of the same year. A Summer Session student may, however, apply for the following year. Those interested in attending the regular session should contact Joshua Miner, Director of Admissions, Phillips Academy, Andover, MA 01810 (617) 475-3400 x 196.





Description of Courses

Major Courses

THE VISUAL ARTS

Intensive Studio Art *24 Hours*

This program is an experience designed for the very serious art student who is eager and able to explore many possibilities for artistic expression. Each student spends at least fifteen hours a week working in one of five areas of concentration (painting, sculpture, printmaking, photography or ceramics). Also at least twelve hours a week are spent studying observation, interpretation, and organization in two dimensions, three dimensions and photography, developing a wide range of skills beyond the area of concentration. In addition, there are five hours a week of drawing exercises, including life drawing, and there are five hours a week of art history and museum trips, plus related homework. The students are expected to work with equal enthusiasm and dedication in each area of study. There is a \$50 fee for materials.

Facilities

- The Ceramics Studio is furnished with 13 wheels, several kilns for many types of firing both stoneware and porcelain, and chemicals and equipment for making one's own glazes.
- The Sculpture Studio is equipped for working in metal (brazing and welding), plastics, wood, plaster, and mixed media such as kinetics.
- The Printshop provides for most methods of intaglio, relief, collograph, and silkscreen including the photographic processes.
- The Photography Labs offer twelve professional enlargers and corresponding equipment for chemicals.
- All resources of Phillips Academy's Addison Gallery of American Art, Audio-Visual Center, and the Oliver Wendell Holmes Library are available in addition to weekly visits to Boston museums and galleries.

Advanced Placement

Intensive Studio Art is an excellent opportunity for the ambitious student to develop a portfolio for Advanced Placement in Studio Art, which of course can lead to bypassing freshman foundation courses, advanced standing, and credit in many liberal arts colleges and art schools.

Admissions Portfolio

Slide and/or photographic *examples* of the applicant's art work must be submitted in a single mailing with the Summer Session application (Form 1 and Autobiographical Statement) for consideration by the Selection Committee. The application portfolio will be returned only if accompanied by a return envelope with postage. The school cannot accept responsibility for loss or damage, however.

DRAMATICS AND RADIO

Play Production Workshop 18 Hours

The major objective of Play Production is to learn by doing. Classes involve voice and movement exercises, theatre games, improvisations, and character analysis through monologue and scene study. Evening study is devoted to rehearsal and crew work for major productions. Formal instruction is also devoted to setting, lighting, costumes, props, makeup, and sound. Initial lectures and discussion are concerned with theatre history and production procedures. Students are required to participate in both the dramatic and technical aspects of theatre. The class functions very much like a theatre company, being totally responsible for technical and dramatic performance as well as programs, publicity, and stage and shop upkeep.

Radio Production 18 Hours

This course combines practical broadcasting and production techniques with knowledge of the communications industry and its place in our busy lives. Topics covered include propaganda, freedom of speech, international communication systems, and music industry politics. Students produce a variety of programs for the Andover listening audience, including music, news, interviews, and comedy, which are broadcast on station WPAA.

Students should be prepared to put in long, but most enjoyable hours, and should have a desire to understand all the elements involved in radio broadcasting. The course is highlighted by films, guest lectures, and a field trip to a Boston area radio station. Students should bring some kind of AM/FM radio — and records, if they so desire.

A Critical Introduction to Film 12 Hours

Televised images dominate our lives. Movies, video, television, and computers are everywhere. The pictures they produce shape the way we think and act. But how many of us can intelligently write and talk about a moving picture? The purpose of this course is to provide a sound basis from which to do just that.

The aims of the course are three: historical, technical, and critical. From *camera obscura* and silent pictures to Cinerama, technicolor, and video technology, the course traces major developments in the history of the cinema as it progressed in this century — from Lumiere to George Lucas. Masterpieces in cinema history are shown and studied in depth, including Griffith's *Birth of a Nation*, Eisenstein's *Potemkin*, and Welles' *Citizen Kane*. Students then learn the vocabulary of film and film criticism. This gives them the knowledge necessary to approach movies critically, to discuss, for example, how a tracking shot involves a viewer differently than a zoom in. The course is conducted, then, on the assumption that film is an art, as deserving of separate, serious attention as are painting and music. Students are thus encouraged to consider the extent to which directorial choices shape the film we see, and our



MAJOR COURSES

reactions to it. Finally, students learn how to apply their knowledge of film history and technique to write critical essays on various aspects of the art.

Several films a week are shown, drawing upon the Academy's rich audio-visual resources, with something for every taste: from works by Alfred Hitchcock and David Lean to Luis Buñuel and Francois Truffaut. Above all, the ability critically to appreciate film is stressed. Class discussions are supplemented by David Clark, *History of Narrative Film* and James Monaco, *How to Read a Film*.



MAJOR COURSES

ENGLISH

Writing Program

Competence in Reading and Writing *12 Hours*

This course is designed to help students achieve a thorough mastery of essential skills. Topics include recognition and use of the basic elements of a sentence, sentence patterns, punctuation, paragraph development and coherence, and the composition of a unified exposition. The course encourages the acquisition of important reading skills in conjunction with the study of writing. Passages that have been composed by skillful writers are evaluated for their particular strengths: organization, logic, point of view, tone, diction, transitional devices. Overall the emphasis is on the student's grasping first the literal level of a text, then seeking the more sophisticated levels.

All students electing Competence are tested for levels of achievement in reading and writing and then sectioned accordingly. Those students whose level is below that required for Competence are placed in Pre-Competence sections, in which the challenge is in accordance with their present advancement.

Creative Writing *12 Hours*

Open to those who wish to write short stories, poetry, drama, or creative nonfiction, the course stresses the careful development of a writing project from the germ of an idea through basic decisions about artistic shape to a complete and polished piece. In the first of frequent individual conferences with the teacher, each student devises a plan for his or her summer's writing. The class meets as a group for discussion of works by the students and by published writers and the forms and techniques, problems and solutions which these works illustrate. Prerequisites are a mastery of basic writing skills, a determination to carry each project as far as patient effort can make it go, and a willingness to give and accept constructive criticism.



MAJOR COURSES



Newspaper Writing *12 Hours*

Story structure and technique are studied with emphasis on utilizing these basics to produce the Summer Session newspaper, which appears two or three times during the six weeks. Students also study questions of ethics, libel, reporters' and sources' rights; and, if they choose, study production techniques such as make-up, paste-up, and headline writing. Readings are in media and the law, campaign journalism, and writing technique.



**English as a
Second Language**
18 Hours

The ESL Program is divided into different levels. In the first day of classes students are tested diagnostically and placed according to their degree of fluency. The major course (two hours in the classroom per day) stresses four major skills: listening, speaking, reading, and writing. The minor courses (each approximately an hour per day) focus on special needs or interests of individual students; reading laboratory, advanced writing skills, research paper, oral interview, etc. Students are required to speak nothing but English.

In the ESL Program, all students must take at least 12 hours of ESL (Major) per week. Those who wish to, and who are sufficiently fluent, may take an *American* minor rather than an *ESL* minor; those who wish to take an *ESL* minor *and* an *American* minor for a 24-hour course load may also do so. A foreign student who elects an *American* minor should indicate his/her four preferences on Form 1.

The course is highlighted by cultural features which include films, discussions, and an International Dinner. The Institutional TOEFL will be administered at the beginning of the summer and again at the end of the summer to all students.

MAJOR COURSES

Modern European and American Fiction *12 Hours*

Literature

This is a reading course. There are papers and quizzes, but most of the students' time is spent in reading and discussing works of modern fiction that have been chosen for their power, humor, or style. These works include novels and short stories by the authors listed below. The course does not attempt to place a single interpretation on such a wide range of writers and their work, but rather to discover their characteristic strengths (and sometimes their weaknesses) and to determine the techniques and concerns that make them important. The course develops analytic, and to a lesser extent, expository skills, and helps each student to work out his or her own criteria for the intelligent enjoyment of literature.

Readings include selected works by Conrad, Joyce, Lawrence, Woolf, Faulkner, Hemingway, Fitzgerald, Kafka, Camus, Eliot, Auden, Albee, and Solzhenitsyn.

The Literature of the Bizarre, the Grotesque, and the Macabre *12 Hours*

This course explores works of literature that shed light on the shadowy forms that lurk in the back of the mind. How do taboos come into being? Why are they so powerful? Students are urged to question why certain images are disturbing, and consider the ways in which authors manipulate upsetting symbols in order to convey their messages.

Course readings include works by Freud, Sophocles, Hawthorne, Melville, Crane, Conrad, Faulkner, and Edgar Allen Poe.

Beyond Competence: Close Reading and Persuasive Writing *12 Hours*

This course is designed for the advanced English student, one who feels that he or she has the rudiments of writing under control and who wants to develop greater sophistication in both interpretation and composition. The work we do not only helps prepare the student for the advanced placement examination in English, but also introduces him or her to college-level material. The reading is organized by theme rather than chronology and is drawn from most of the major periods and genres in English and American literature. Some basic literary theory is also offered.

In-class discussion and short essays help the student to refine his or her argumentation; in the belief that strong opinions lead to persuasive writing, spirited and controversial discussions are encouraged. Frequent short out-of-class essays are assigned and special attention is given to helping the student develop his or her own writing style.

Readings include such authors as Vladimir Nabokov, John Donne, Mary Shelley, John Gay, William Shakespeare, John Fowles, and Alexander Pope.



MAJOR COURSES

Nobel Prize Winning Authors *12 Hours*

The class reads and analyzes some of the works of those authors who have received the highest international honor awarded to literature. The course is designed to introduce students to literature from different cultural and political perspectives. While reflecting the peculiarities of their own cultures, through recognition such as the Nobel Prize, these authors communicate with, and thus influence, one another. Each novel is read both on its own terms and in comparison with the other works that are considered "the most distinguished works of an idealistic tendency."

The course books include the shorter works of such authors as I. B. Singer, Saul Bellow, Alexandr Solzhenitsyn, Albert Camus, William Faulkner, André Gide, Hermann Hesse, Thomas Mann, and Luigi Pirandello.



MAJOR COURSES

HISTORY, ECONOMICS, AND POLITICS

American History via the Novel

12 Hours

One hundred years (1840-1940) of national growth and of people striving to achieve the American dream. The course offers a study of American social history through classic American novels. Literary giants put flesh and blood onto themes and issues in the American scene from the time of Jackson to World War II.

Readings include *The Way West*, Guthrie; *Huckleberry Finn*, Twain; *My Antonia*, Cather; *Uncle Tom's Cabin*, Stowe; *The Jungle*, Sinclair; *Main Street*, Lewis; *The Great Gatsby*, Fitzgerald; *Grapes of Wrath*, Steinbeck. Pertinent essays by historians provide background for each novel. Students write critical analyses, character sketches, and topical essays.

Colonial History and the American Revolution

12 Hours

Early American history at its most interesting, compelling level; namely, the rich, detailed, colonial setting of the Revolutionary War and the background, unfolding, and achievements of that great conflict, including the social and ideological aspects as well as the political and military events.

Reading, written work, and classroom discussion are all emphasized in the use of both primary and secondary sources. Field trips to historical sites in the "Cradle of Liberty" include such places as Plymouth Colony (a restored replica of the original colony), Old Sturbridge Village (with a representation of every aspect of late colonial village life), and the Saugus Iron Works (a restored colonial foundry). There are also trips to Boston to walk the Freedom Trail to see the site of the Boston Massacre, the Old North Church, Paul Revere's house, etc., and even to the spot of "the shot heard round the world."

European History through Biography

12 Hours

This course presents modern European history through the lives of the extraordinary men and women who have dominated the European scene. The course begins with the great monarchs of the eighteenth century: the brilliant and ruthless reign of the Empress Catherine the Great of Russia, the military genius of Frederick the Great of Prussia, the splendor of the French court of Louis XV and his mistresses.

The leaders of the French Revolution are compared and discussed, and special attention is devoted to Napoleon Bonaparte. The coverage of the nineteenth century includes Metternich's "Congress of Europe" and Bismarck's German Empire of "Blood and Iron." For the twentieth century, an attempt is made to comprehend such "evil geniuses" as Hitler and Stalin. European intellectual giants, such as Darwin, Marx, Wagner, and Freud, are also discussed.

A large number of other men and women are treated in varying depth and detail. The influence of great individuals on their times is analyzed and evaluated. The course also serves as a comprehensive introduction to European history, giving a solid preparation for college and stressing techniques for learning history and writing historical essays. Each student chooses one historical figure and prepares a biographical research paper. The readings include history, biography, and historical fiction, supplemented by films of particular interest.



MAJOR COURSES

Law, Politics, and Society 12 Hours

Law is the institution that protects the citizens from the greed and violence of individuals, as well as from the arbitrary power of government; it is an institution based on reason that stands between the power of political institutions and the customs of society. Yet, in holding this position, a system of law is always under stress, and this tension is evident in the furor surrounding public issues such as the growth of the welfare state, capital punishment, abortion, and due process.

How do we define a system of law? How can we judge the American legal system— what are its imperfections, and why do they exist? From an examination of various philosophies of law, the course moves to an analysis of these questions and their importance in understanding modern society.

Readings include legal theory, important court decisions, analyses of the law enforcement process, sociological interpretations of legal history, and proposals for change.

An Introduction to Economics 12 Hours

As an economics student, one is expected to have opinions and to express them. Fundamental to the course is a series of essays and book reviews that develop the student's capacity to handle ideas. But the subject is important for more than strictly academic reasons. It is about the real problems of real people in a real world. Open only to 11th and 12th graders.

The texts used include Elbert V. Bowden, *Principles of Economics*, and Robert L. Heilbroner, *The Worldly Philosophers*.



MAJOR COURSES



Archaeology *18 Hours*

In this course, outdoor field experience is integrated with laboratory work and classroom activities to provide the student with an understanding of the way in which archaeologists recover, study and reconstruct the past of mankind.

Students participate in an excavation project, and they learn the laboratory and museum techniques used to study, classify and catalogue the natural and cultural specimens of our past—stone tools, pottery fragments, spearheads, etc.

Participants write short reports on topics of special interest based upon their fieldwork, laboratory studies, and reading. The course has always proved a thoroughly exciting and informative experience.

MAJOR COURSES

Anthropology: The Study of Man *12 Hours*

The variety of forms which human life takes is astounding. The Bambuti pygmies of the Congo have lived peacefully for thousands of years as "primitive" hunters and gatherers in their closed forest world. The Yanomamo Indians of South America seem to thrive only in a state of continual warfare. The Eskimos have evolved extraordinary ways of surviving the harsh conditions of the far North, as have the Bushmen in the Kalahari Desert. Anthropology explores such cultures firsthand, focusing on the customs, religion, art, politics, and social makeup of each. In the end it poses two questions: How are all human societies similar? What makes each one unique?

In this course Western culture is studied side by side with lesser known peoples. The methods and theory of anthropology are introduced, and six very different societies are examined through firsthand sources—the field studies of professional anthropologists. Discussions raise such problems as: What factors shape culture? Are religion and art essential to society? How might human beings be distinguished from other animals? Selected films bring the readings to life. Texts include works by Margaret Mead, Colin Turnbull, Elizabeth Marshall Thomas, Claude Levi-Strauss, C. G. Jung, and Napoleon Chagnon.

International Relations *12 Hours*

This course is designed to stimulate students' interest in the subject and to assist them in becoming well-informed observers of the world political scene.

While various key theoretical concepts used in this field are not overlooked, the course puts a strong emphasis on the realities of the international politics in today's volatile world situation. Particular attention is given to the U.S.—Soviet relations as well as to the two superpowers' activities in the crucial area of the Third World. The closing sessions of the course examine the foreign policy alternatives available to the world's leadership.

In addition to the regularly assigned reading the students conduct individual research to insure their introduction to sources presenting a wide range of viewpoints. Frequent class discussions and simulated Congressional hearings on a current foreign policy issue provide the students with a forum for expression of their opinions.

Popular Protest in U.S. History *12 Hours*

Today's headlines are filled with protests against nuclear weapons and environmental hazards. While such examples of public discontent are by no means rare in the United States, they are often ignored or slighted in most histories of the country. In this course, by studying Populism, the Civil Rights Movement, the Women's Movement, and similar instances of collective action, the student examines our past from a fresh perspective.

At the center of all of these movements is the clash between the ideals of a democratic society and the realities of everyday life for certain minorities. What promises have gone unfulfilled to farmers, blacks, women, and other minorities? Was their discontent simply a product of "hard times"? How are movements formed and why do they succeed or fail? In answering these questions, the student is encouraged to understand the dynamic qualities of popular insurgency.

MAJOR COURSES



LANGUAGE

Elementary Russian *12 Hours*

A sound foundation in speaking, understanding, reading, and writing Russian. With no prior knowledge of the language, students have been learning Russian at Phillips Academy since 1955 with great enthusiasm and success. Careful attention to individual needs and supervised practice in the language laboratory guarantee competence and confidence to continue improving a skill which contributes to personal achievement in many areas of vital importance to our country: medicine, technology, commerce, intercultural cooperation and appreciation, and reduction of tensions. The texts are Baker's *Mastering Russian*, Kostomarov's *Russian For Everybody*, and additional readings and recordings.

An unusual opportunity to make rapid, substantial progress under expert guidance.

MAJOR COURSES



Elementary Chinese *12 Hours*

This course is an introduction to Chinese, a language spoken by over one-quarter of the world's population. Too often thought of as an impossible language to acquire, Chinese, when considered in a systematic fashion, readily becomes less exotic and mysterious.

The course covers both the spoken and written language. Practice in Mandarin pronunciation and tones, as well as intensive work in elementary vocabulary, grammar, and speech patterns are first emphasized in the classroom and in the language laboratory. *Pīnyīn*, the romanization designed in mainland China to facilitate the learning of Chinese, is used. (This phonetic system has been recently adopted by many American Universities.) The written characters are incorporated into the lessons as students become more familiarized with Chinese speech patterns. The course seeks to develop an orderly recognition of 250 basic characters (plus many combinations, making a more extensive vocabulary) and the writing of about 175 characters.

MAJOR COURSES

Elementary German 12 Hours

The course is designed specifically for those with no previous knowledge of German. Although students learn to write the language, emphasis is on listening and speaking, all classes being conducted in German. The object is to present the authentic language in real situations. Frequent use is made of the language laboratory. The work should be equivalent to that of a full first-year secondary school course.

Intensive Beginning Latin 12 Hours

Salvete discipuli! Greetings students! Latin, the so-called dead language, is slowly but surely rising from that state. Indeed, the dust is being brushed from those leather-bound books and enrollment in Latin courses has been steadily increasing since the mid-seventies.

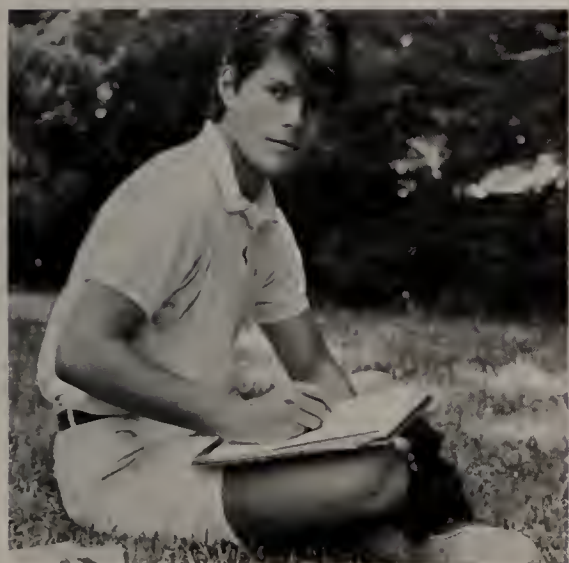
This course is designed specifically for those students who have *never* had the opportunity to study Latin. Fundamentals of the Latin language are taught with an emphasis on reading. Reading passages are adapted from Ovid. Some supplementary work in Roman life, archaeology, and history is included. This is an unusual opportunity for students to learn basics of an ancient language in just 6 weeks. Join the classics revival. *Melius est Latina*. It is better in Latin.

Intermediate and Advanced French or Spanish 12 Hours

"Comment peut-on être persan?" Montesquieu's question is rhetorical. Of course one cannot become Persian, French, or Spanish. But one can learn to understand and appreciate a people by learning to communicate in their language.

The modern language classes are small and are conducted entirely in the foreign tongue with the use of extensive audiovisual and language laboratory facilities. Feature-length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structure learned in the classroom.

Each course is open only to those students who have had two years of high school French or Spanish.



MAJOR COURSES

MATHEMATICS

Advanced Computer Programming *24 Hours*

This course surveys data structures and algorithms with emphasis on programming methodology. Students write programs in the high-level language Pascal. The methodology includes problem definition, top-down design by stepwise refinement, testing, structure, style, and documentation. Data is organized into arrays, strings, lists, stacks, and trees; and a variety of searching and sorting algorithms is studied. The constructs of the (OSM) Pascal language are applied to areas such as text processing, simulation, and data analysis. The curriculum is guided to a large extent by the Proposed Course Description being considered by ETS for the Advanced Placement Computer Science examination.

Facilities

- The Academy's PDP-11/70 with eight VT-100 terminals and three Decwriters provides excellent hardware for student programming.
- Pascal, BASIC-PLUS, and APL are among the languages available for all users.
- ED2 and TECO are among the editors on the PDP-11/70 system.
- An IBM-5110 with APL and an APL character set is also available to this class.
- Two HP-85 microcomputers offer interested students the opportunity to program on a single-user system with good graphics capacities.

Admissions Procedure

A program simulating the dealing of a bridge hand must be submitted with the Summer Session application (Form 1 and Autobiographical Statement) for consideration by the Admissions Committee. The applicant must provide a listing of the program and several printouts of test cases to show some acquaintance with BASIC, FORTRAN, APL, COBOL, Pascal, PPL, LOGO or some other commonly-used high-level language. The program listing must be printed by the machine used to execute it. (Students with no previous computing experience should take the minor course, p. 59.)

Intermediate Algebra *12 Hours*

This course is for students who want a review of Elementary Algebra and a full coverage of Intermediate Algebra. (Compare Intermediate Algebra minor, p. 59.)

Probability and Statistics *12 Hours*

This course is the study of the traditional topics in an introductory course, including laws of chance, counting, poll taking, and methods of testing. The course is divided between investigation through practical problems and the computer and the development of mathematical background. A student should have completed two years of algebra successfully or should, having completed only one year, be near the top of his/her class with a strong interest in mathematics.

MAJOR COURSES

Pre-Calculus

12 Hours

A study of all the elementary functions including trigonometric, exponential, logarithmic, and quadratic functions is the main stress of the course. Subordinate attention is given to sequences and series, probability, polynomials, complex numbers, and use of the computer (BASIC). Graphing and graphing techniques are emphasized throughout the six weeks.

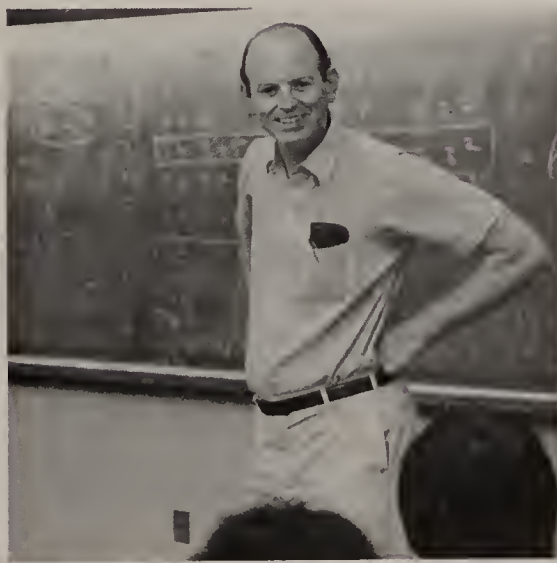
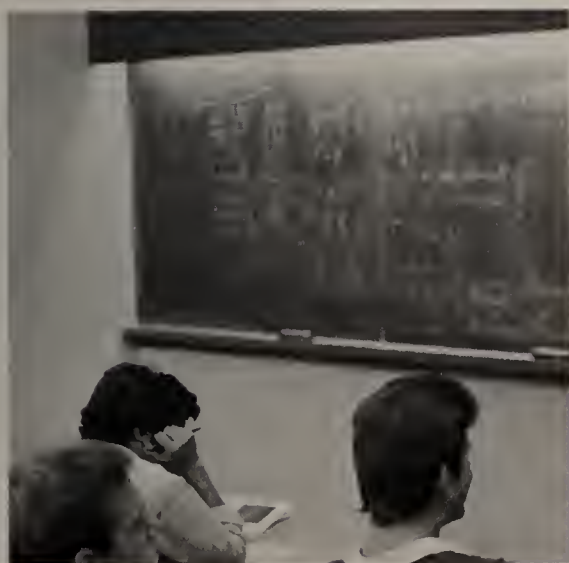
Calculus

18 Hours

An intensive program covering the basics of elementary calculus: differentiation and its applications to graphing, extreme values, related rates; integration, with strong emphasis on techniques of integration, and applications to determining area and volume. Much attention is given to the practical applications of both processes. Related topics include the Mean Value Theorem, improper integrals, and L'hospital's Rules.

Prerequisite: Two years of algebra, including some use of circular (trigonometric) functions.

This course prepares students to take the Advanced Placement Examination (AB) in mathematics.



MAJOR COURSES



MUSIC

Chamber Music *24 Hours*

The Chamber Music Program provides an exceptional opportunity for high school students in the art of chamber music. The ensemble work offered includes the following:

- Woodwind Quintets
- String Quartets
- Piano Trios
- Trio Sonatas
- Brass Ensemble
- Vocal Ensembles
- Cantata Singers
- and numerous other combinations

MAJOR COURSES

A Unique Mold

As an integral part of the Andover Summer Session, the Chamber Music Program is cast in a unique mold. Music students work and play during the same hours as the regular Summer Session students so that they associate with outstanding students of the same age group, gathered from nearly every state in the union and many foreign countries. Not only is the mix educationally sound but the music and academic programs are mutually beneficial: the members of the Chamber Music Program have a built-in audience of bright, interested, and also talented cohorts to whom they present their finished performances; and the Summer Session students have the unparalleled privilege of hearing frequent performances from the Chamber Orchestra, Chorus, and all their combinations.

Effort More Important than Experience

Previous experience in chamber music is not required in order to participate in the program. A certain minimal proficiency on the part of several instrumentalists is of course necessary in order for the orchestra to perform successfully; but not all applicants need be equally proficient and the most important requirements of the Chamber Music Program are a strong desire to learn and improve and an unfailing will to practice.

Daily Assistance and Practice

The Chamber Music Program provides professional instruction in all orchestral instruments and voice. Since practice is one of the most difficult aspects of musical training, daily assistance is given to all participants in developing the techniques of disciplined practice habits. Each class day's working hours are divided into supervised sessions of individual practice, choral practice, practice with instrumental groups or ensembles, and practice with the Chamber Orchestra.

Cantata Singers

One of the most unusual offerings of the Chamber Music Program is the opportunity to be a member of the Cantata Singers, a group of 12 singers with a small orchestra devoted to the performance of the great vocal and instrumental works of the Baroque era.

Chorus

Chamber music students sing together daily, joined by the voices of non-music-program students who take Chorus as a minor course in the Summer Session.

Symphony

Instrumental students of the Chamber Music Program are combined with the non-music-program instrumentalists who take Symphony Orchestra as a minor course in the Summer Session. The increased numbers of this combination make possible the playing of some of the great symphonic works.

Activities and Entertainment

Music program students not only associate with the regular Summer Session students at the Morning Break, Afternoon Activities, and meals; but they naturally come together in many optional activities such as College Rap Sessions, Saturday night entertainment on campus (movies, student coffee house performances, dances, etc.), and special off-campus trips on Wednesday and Saturday afternoons and Sundays. (See Trips and Tours, p. 17)

MAJOR COURSES



PHILOSOPHY AND PSYCHOLOGY

**Existentialist Thought:
An Introduction**
12 Hours

Perhaps no other movement has been both so influential and so universally misunderstood as existentialism. Small wonder, considering the diversity of its thinkers and the breadth of its questions. How should we confront our deaths? What shall serve as meaning and purpose for us? What are the implications of living as free, choosing beings? Unlike many other approaches to philosophy, existentialism considers those problems which touch us not only as thinkers but as experiencing human beings. This course takes its cue from this fact, and it also considers existentialism as an explosive force which has affected psychology, literature, and a variety of other fields.

The issues examined include freedom and choice, human relations, meaninglessness and absurdity, death, rebellion, and creativity; students are encouraged to look at existentialism (in its varied incarnations) as critically as existentialism views other schools of thought. Sample philosophical writings are from Kierkegaard, Nietzsche, Sartre, Camus, and Buber, while fictional selections include works of Kafka, Tolstoy, Dostoyevsky, and Carly Simon. Students also consider a variety of other fields—particularly psychology—in light of existentialist thought.

MAJOR COURSES

**Psychology:
Contemporary Issues**
12 Hours

Today's youth are beset with choices, expectations, contradictions, and change. How does a person cope? This course analyzes some of the current issues facing adolescents today. Topics cover both theoretical and practical concerns. The theories of Freud, Havinghurst, Erikson, Skinner, and Piaget are studied to see how they answer today's problems. The concept of adolescence is explored in various cultures both in the past and present. Areas of study include identity formation, physical development, drug use and abuse, delinquent behavior, mental disturbance, suicide, moral judgement and value systems. No prior knowledge of psychology is necessary.



MAJOR COURSES

Law and Morality

12 Hours

Each of us has a personal set of values by which we distinguish right from wrong, moral from immoral. On the other hand, the members of society must decide collectively whether certain conduct will be legal or illegal. This course examines different views of the role that morality should play in a legal system. If a majority of citizens find certain conduct immoral, should a law be passed prohibiting that conduct? What if an *overwhelming* majority of citizens find certain conduct *grossly* immoral?

The course introduces students to political philosophy and emphasizes the application of general principles to a number of controversial issues, including abortion, prostitution, a military draft, homosexual rights, and pornography. It also examines the role of morality in our legal system by studying sections of the United States Constitution as actually written, and as interpreted by the Supreme Court in selected landmark cases.

Class discussions are an important part of the course, and all students are strongly encouraged to participate. The course tries to encourage students to develop their own ideas on the relationship between law and morality in these issues, based on critical evaluations of the readings. The reading list includes Plato, Hobbes, Mill, Devlin, Thoreau, Solzhenitsyn, Justices Holmes, Douglas, and Burger.

Living, Loving, and Learning

12 Hours

This is a course in the area of Social Psychology: specifically, personal interpersonal relationships. It is inspired by USC's Dr. Leo Buscaglia's emphasis on the importance of loving relationships in living and learning the dynamics of friendship, love, marriage successes and failures.

Living, Loving, and Learning explores the "Four Faces of Love": romantic love, familial love, friendship or platonic love, and principled love. Topics for discussion include, among others, "Shyness is Everybody's Business," "Is Jealousy Self-Love?" "How to Fight Constructively," "Loneliness and Solitude," "Commitment is a Four Letter Word," "The Sexual Revolution," and "Love as Symptom and Disease." Readings from Freud, Fromm, Mead, Horney, Berne, Baumrind and Buscaglia provide materials for the course. Students may expect to keep a Journal reflecting understandings and insights derived from the readings, the presentations, the panels, and surveys.

Bioethics

12 Hours

Do our genes determine our behaviour and biology our values? Should we be conducting scientific experiments on live animals and our fellow human beings? How much is a salt marsh worth? Should the government be telling physicians what they may or may not do? Is there any ethical limit to genetic engineering? What is ethics anyway? Using primary resources written by scientists and physicians, lawyers and philosophers, the course examines these and other issues raised when biology, biotechnology, and ethics intersect. The purpose is to enable participants to make their own informed decisions about the choices presented to our society by recent developments in biology and medicine.

Text: *Contemporary Issues in Bioethics* by Beauchamp and Walters, Wadsworth Press, 2nd edition 1982.



Social Psychology
12 Hours

Who is normal? What do we know about our inner-space, our "selves"? How do we inter-relate, affiliate? We live in groups, work in groups, play in groups. What dynamics are at work? Social Psychology is the study of interpersonal relationships, of the outer-space in which our "selves" move.

Personality theories are reviewed: Freud, Jung, Adler, Erikson, Skinner, Berne. Socialization, aggression, dissonance, prejudice, mass-media persuasion, and others are discussed. Topics also include child development, learning theory, dream analysis, hypnosis, the Human Potential Movement, love and marriage, family relationships, human sexuality, and the myriad of psychological implications.

Text, readings, discussions, and exercises provide the course experience.

MAJOR COURSES



SCIENCE

Introductory Physics *12 Hours*

This course seeks to develop an integrated introduction to the basic principles of physics, through the presentation of a specific problem—the physicist's concept of the atomic world. Newtonian mechanics, the conservation laws, electrodynamics, and light propagation are introduced and developed in the context of atomic and nuclear phenomena. The course is designed to be suitable for both the student who intends to specialize in science and the student who merely wishes to have a brief introduction to the physicist's modern view of the natural world.

MAJOR COURSES

Oceanography and Marine Biology

12 Hours

The only unexplored frontier left on our planet is the sea. What are some of the things we know at present about its physical factors and its animal life? The ecology, natural history, and evolutionary relationship of the key species from jellyfish to sharks and whales are discussed. Field trips to rocky shores, beaches, salt marshes, and the Boston Aquarium supplement the in-class work. Ecological considerations such as oceanic pollution, endangered species, and future food sources for man are an important part of the course.

Intensive Beginning Chemistry

18 Hours

The course is designed for students with high motivation and ability, and two years of high school mathematics is a prerequisite. The modern theoretical framework of chemistry is emphasized, and the laboratory work is closely related to topics covered in class. Thirty laboratory experiments and reports are performed. Students need an electronic calculator that has exponential, square root, and log functions.

Modern Astronomy

12 Hours

From man's first days on this planet, he has gazed in awe at the wonders of the nighttime sky. His myths, his philosophies, and ultimately his science evolved from what he saw and imagined. "Modern Astronomy" offers participants the opportunity to experience science firsthand. This course is for students who have some experience in science and who are interested in pursuing an intensive and challenging six weeks of discovery.

The course work involves such topics in astronomy as telescopes and light, stars and stellar evolution, the solar system, relativity, cosmology and astrology. Class discussions and lectures are supplemented with laboratory work, slides, films, and field trips.

The remainder of the course is on observational astronomy and the use of the telescope. Phillips Academy's excellent observatory and other facilities are utilized for student projects and observations.

The school's observatory houses a 6-inch pier-mounted refractor, a Celestron 8-inch, a 16-inch Cassegrain reflector, and a number of portable instruments.

Students should bring calculators and flashlights and are encouraged to bring binoculars, 35mm cameras or telescopes if they have them.

Animal Behavior

12 Hours

With the unmolested environment around us rapidly dwindling it is imperative, in order to ensure the survival of many species, that we gain as much knowledge and understanding of the world's wildlife as possible. The course includes several hours of lecture and discussion per week, supplemented by labs covering areas such as imprinting, aggression, dominance orders, and schooling. In addition, several movies and other AV materials are used to view animals in situations which are impossible to create in the classroom. Field trips to the New England Aquarium, Plum Island National Wildlife Refuge, Stoneham Zoo, and Andover's own Cochran Sanctuary round out the six-week experience. The ultimate goal of the course is to give the student an appreciation of the behavioral complexity of animals. One year of high school Biology is highly recommended as a prerequisite.

MAJOR COURSES

Human Physiology 12 Hours

A strong, full-year high school biology course is prerequisite.

This course is concerned with studying such human systems as the nervous system, endocrine system, cardiovascular system, etc. The underlying theme of the course is homeostasis, the maintenance of a constant internal environment; thus, each organ system is examined with respect to its homeostatic contributions to the human organism.

A review of biochemistry and cell structure provides the foundation for a more detailed study of function at the system level of organization.

The course includes laboratory work.

Comparative Vertebrate Biology 12 Hours

Comparative Vertebrate Biology is an intensive study of the structure, function, and evolution of organisms in the subclass Vertebrata (which includes fish, amphibians, reptiles, birds, and mammals). The course is divided into three parts: lecture, laboratory, and discussion sessions. The evolutionary history of the vertebrates provides a focus for the biweekly lectures. Since more is known about the vertebrates than any other group of animals, a wide range of general biological principles can be derived from the lectures. Once a week a current research paper is read and discussed. These papers are primarily concerned with different physiological and anatomical strategies employed by vertebrates in exploiting their environments. Finally, half of the class time is spent performing detailed dissections of the dogfish shark, mud puppy, and domestic cat. Dissection is the *backbone* of the course! Field trips include a visit to the Boston Aquarium and the Science Museum. This course is of central importance to the students intending to pursue any of the many branches of animal biology or medicine. One full year of introductory level biology is a prerequisite.

Advanced Experimental Chemistry 18 Hours

This course is designed for able students who have had a year of high school chemistry. It offers the opportunity to do extensive laboratory work with unusually fine equipment, including an infra-red spectrophotometer and analytical balances.

The course of study emphasizes chemical principles taught through first-hand experience with laboratory problems. Students spend roughly ten hours per week in class lecture or problem sessions and roughly fifteen hours per week in the laboratory. For the most part, the work is typical of a first-year college course or a second-year high school course at the Honors or Advanced Placement level. No calculus is necessary, but facility with algebra is. A scientific calculator is used for problem solving.

The actual experiments are selected to familiarize the students with a wide variety of laboratory techniques in inorganic, organic, and analytical chemistry. Students are expected to do at least one independent project.

MAJOR COURSES





Minor Courses

ART, PHOTOGRAPHY, AND FILM

Ceramics
6 Hours

This is a course in which functional and non-functional forms of art are pursued with an emphasis on creativity (artistic endeavor) in both handbuilding and wheel throwing. The equipment is extensive, 13 wheels and kilns for many types of firing both stoneware and porcelain. Available, too, are chemicals and equipment for making one's own glazes. There is a \$40 materials fee.

Photography
6 Hours

An introduction to the principles and techniques of photography, including camera operation, film exposure, printmaking, and critique evaluation. Principles of visual design are discovered through specific assignments which encourage individual interests. A survey of photography and its relationship to the arts is explored through films and discussion. There is a \$40 fee for materials.

Graphics and Photography
6 Hours

This is not a photography course. Rather, it is a special course in applying photography to graphic arts, particularly through photo-silkscreen. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. Some experience in photography is helpful but not necessary. There is a \$40 fee to cover cost of materials.

**Calligraphy:
The Art of Lettering
with the Broad Pen**
6 Hours

This is a course in writing practiced as an art. The student need not possess unusual penmanship in order to learn and enjoy calligraphic writing. The course begins with the study and mastery of Italic and progresses through the historical development of the alphabet in Foundationals, Uncials, Lombardic Versals, and Black Letter. As skills increase students learn to put their own interpretation into their work in such projects as handsewn books, matted quotations, posters, etc., working with layout and using colors and combinations of alphabets to achieve the beauty and elegance of calligraphy. There is a \$20 fee for materials.

Who's Afraid of Modern Art?
6 Hours

This course begins with general information — concepts of color, line, composition, rhythm, and text — and then moves on to readings and discussions of the art movements of the 20th Century, from the first impressionist exhibit and its predecessors, to the pluralistic attitudes of today.

An exhibit is assembled and there are weekly trips to the Museum of Fine Arts and other local museums. The basic text for the course is *The Meanings of Modern Art* by John Russell.

MINOR COURSES

Studio Art

6 Hours

This course introduces the student to the possibilities of paint, pastel, watercolor, collage and other two-dimensional media. Emphasis is on seeing and composing from life situations. As technical skills increase, students gain the freedom to pursue individual projects.

Slides and films from the Addison Gallery Audio-Visual Center, as well as visits to Boston's museums, enrich the students' working context. No experience in art is necessary. Students should plan to spend a \$40 lab fee.

Hitchcock: Suspense and the Cinema

6 Hours

It is universally accepted that Hitchcock was the master of suspense in film, and one of the finest craftsmen ever among filmmakers. In addition to sharing the sheer pleasure of watching some of Hitchcock's work, from early films such as *The Lady Vanishes* and *The 39 Steps* to elegant thrillers such as *Psycho* and *North by Northwest*, and a late work like *Family Plot*, this course looks at the suspense film as a genre—via Hitchcock's genius. Students read about Hitchcock, his influences and innovations, and relate his work to that of his contemporaries. It also considers the extent of his influence upon later filmmakers, upon talents as diverse as those of Truffaut and John Carpenter of *Halloween* fame. At least one film is seen each week. Trips to thrillers in the Boston area are made when possible. Reading covers biographical information on "Hitch" and technical evaluations of his work.

Film Comedy

6 Hours

In this course students take a close look at film comedies from all eras: the great silent classics of Chaplin, Keaton, and others; the early sound films of the Marx Brothers and W. C. Fields; and more recent films by such people as Woody Allen, Jerry Lewis, and Alan Alda. Through viewing, discussion, lectures, reading, and writing, students learn about both comedy and movies, and they gain a clear understanding of what makes movie comedy so special.



MINOR COURSES



ENGLISH

Writing Program

Basic Exposition *6 Hours*

The perfect sentence moves with athletic grace, sure of its own purposes and precise in its teamwork with the sentences around it. To write such a sentence is not only an act of successful communication but also a pleasure in itself—a pleasure that any student can learn to feel. By developing a student's knowledge of structures, logical patterns, and signal words, the course fosters the pleasure of effective sentence-writing. Daily sentences sharpen the skills which weekly essays require.

Short Story Workshop *6 Hours*

The Workshop consists of weekly writing exercises designed to encourage the student to experiment with various writing techniques (narrative, descriptive, etc.) while strongly focusing on the short story as a literary genre. Class time consists of discussion on short reading assignments by creative writers and individual oral presentations of original work.

Journal Writing *6 Hours*

This course has two underlying principles: (1) Only writing on a daily basis can make writing a habit; and (2) It is easier to write about something you care about than to write on assigned topics. The participants in this course are urged to experiment with a variety of writing techniques: word play, changing point of view, description, dialogue, poetry, monologue, and satire. There is an opportunity for frequent teacher-student conferences concerning individual writing problems.

MINOR COURSES



Research Paper *6 Hours*

Students in this course begin preparation for college by learning of the techniques, demands, and rewards of writing research papers. Covered are: choosing a topic, developing a thesis, doing research, taking notes, writing and polishing the paper, footnoting, typing the manuscript, and orally presenting and defending the final draft. A few lectures are also given over to the college "survival tactics" of taking lecture notes efficiently, and reading and studying effectively. Students are encouraged to bring their own typewriters if possible.

MINOR COURSES

Etymology and Semantics

6 Hours

Systematic analysis of the Indo-European components of English words provides a fascinating and effective means of increasing and diversifying vocabulary, examining nuances and evolution of meaning, and stimulating imaginative interpretation of experience. This course develops skill in forming and expressing ideas accurately and persuasively, and greatly enhances control of vocabulary.

Prose and Poetry

Doctors, Lawyers, and Literature

6 Hours

With the rising trend toward pre-professionalism, it becomes increasingly interesting to look at how doctors and lawyers have been portrayed in literature and to discover which doctors and lawyers have also been great writers. Although the course is open to all, it is hoped that those students with a special interest in medicine and law will enroll. This course not only gives students a historical insight into these professions, but also allows them to discuss related practical and ethical issues. Through writing about and reading the literature, students also develop their analytic and composition skills, an essential preparation for the required humanities courses they will have to take in college.

Reading includes authors such as William Carlos Williams, Gustave Flaubert, Charles Dickens, Herman Melville, and Jean Paul Sartre.

Spies, Terrorists, and Revolutionaries

6 Hours

Political violence plays almost as large a role in contemporary fiction as it does in the headlines of the daily newspaper. This course examines the ways in which major novelists deal with the actions of spies, terrorists, and revolutionaries in situations ranging from heroin smuggling in Vietnam to IRA bombings in London. After reading Joseph Conrad's *The Secret Agent*, the first major spy novel in English, we read contemporary works by Graham Greene, *The Quiet American*; John LeCarre, *The Spy Who Came In From The Cold*; Robert Stone, *Dog Soldiers*; Paul Theroux, *The Family Arsenal*; Robert Ludlum, *The Bourne Identity*. We then consider the relationship of these books to events in the real world by examining newspaper and magazine articles as well as viewing films depicting these character types.

Contemporary Literature

6 Hours

In addition to reading novels, plays, short stories, and poetry of recent vintage, the course considers the relationship between contemporary literature and the society which produced it.

Readings include selected works by Saul Bellow, Kurt Vonnegut, Sylvia Plath, Toni Morrison, Edward Albee, Alexandr Solzhenitsyn, and J. D. Salinger.

MINOR COURSES

**The National Pastime:
American Writing
about Baseball**
6 Hours

This course looks at American writing—fiction, essays, news stories—about baseball. Readings include selections from Roger Angell's *The Summer Game*, newspaper accounts of the 1981 season, short stories collected in *Fielder's Choice*, ed. by J. Holtzman, and other well-known works. Students do much expository writing, using baseball as the subject matter, while working towards an understanding of the writer's craft: openers, organization, word choice, focus, paragraphing. Oral reports and a longer paper on the fictional treatment of baseball are also required. We examine baseball as a mythic and specially American phenomenon and see how the sport is treated differently in fiction and nonfiction. Occasional trips to Fenway Park spice the summer's studies.

Children's Literature
6 Hours

Do you really believe Mother Goose is an innocent collection of rhymes? Although fairy tales and nursery rhymes are read to children for their pure, spritely charm, the fact remains that these stories are not just for children. This course analyzes various types of children's literature, from short rhymes to long books. Readings will include stories by Carroll, Stevenson, Kipling, Potter, Lewis, Barrie, White and Sendak, and analyses by Bettelheim and Zipes. Students have a chance at the end of the Session to either study a particular author, or to write a long story (or collection of short stories) for children.

Modern Russian Fiction
6 Hours

This course is designed for students with an interest in Russian literature and Russian cultural and political history. In the first half of the course we read some of the classics of the nineteenth century, such as Dostoevsky's *Crime and Punishment*, Turgenev's *Fathers and Sons*, and Chekov's short stories.

The second half of the course addresses the problems of the creative writer in a totalitarian society as interpreted by some of the most exciting Soviet authors. We read works by Solzhenitsyn, Pasternak, and Zamyatin.

Students have a chance to develop valuable reading and writing skills, as well as garner an introduction to Russian cultural and political life. There are open class discussions and several short papers pertaining to both the novels and relevant historical developments.

Poetry Workshop:
6 Hours

The course objective is to develop each student's creative potential. Workshop format emphasizes individual presentation, group discussion, observations, revision, and the ability to articulate perceptions. The readings include works by contemporary poets. Comparative interpretations of relevant poetic models and poetic exercises in rhyme, meter, and genre are both useful and exciting.

This course is ideal for those who have never written a poem as well as for those who have written and now seek constructive criticism and direction in their work.

MINOR COURSES

Speech and Debate

6 Hours

Knowing how to speak before a crowd, how to think on your feet, and how to tell a good joke are all important skills in life. This course helps the students learn them. It emphasizes the traditional two-man team debate format and students research the 1984 high school debate topic extensively. But the fundamental goal of the course is to teach students to articulate a position and to communicate ideas effectively before a wide range of audiences. To that end, students learn to write and deliver speeches, do extemporaneous speaking, and learn dramatic interpretation. They also learn debate theory, argumentation, and the fundamentals of parliamentary procedure. Students with experience in debate, student congress, or individual events can extend their skills while students with no background can acquire some experience and so be able to decide if they want to pursue Speech and Debate in school.



MINOR COURSES

HISTORY, ECONOMICS, AND POLITICS

International Relations

6 Hours

Is nuclear war an acceptable instrument of international diplomacy? Can parts of the nation be sacrificed to save the rest? Should the U.S. support revolutions abroad? How important should public opinion be in the formation of foreign policy? Can the United Nations be an effective force for world peace?

These and other questions are discussed in the study of the methods used by nations to achieve their objectives in international affairs. The course concentrates on the following techniques: diplomacy, war, law, propaganda, intelligence, government, alliances, and treaties. Library research and class notes provide the core of information on the different concepts and approaches. Part of each class is given over to the discussion of current developments in world politics.

During the last week and a half students have the opportunity to put their knowledge to work in a complex simulation exercise designed to give practical application to all the methods learned in the course.

The Supreme Court and the Constitution

6 Hours

The Constitution of the United States, as interpreted by the Supreme Court, is the "supreme law of the land." This introduction to the study of Constitutional law begins with a historical look at the origins of the Constitution and the development of the concept of judicial review. We then turn our attention to a variety of selected topics in Constitutional law. The Constitutional history of race relations is examined, from slavery to "separate but equal" to the current debate over affirmative action. The Constitutional guarantee of freedom of speech is examined in light of the Supreme Court's decisions regarding the rights of individuals to engage in "subversive" or "obscene" speech. Other topics include freedom of the press, the separation of church and state, the rights of accused criminals, and abortion.

Throughout the course, we consider the role of the justices of the Supreme Court. What factors should influence the justices when they "interpret" the words of the Constitution? The intention of the founding fathers? The justices' own political philosophies? The current political climate?

The reading list principally consists of Supreme Court cases. This is primarily a discussion class, although lectures may be delivered on occasion.

Money, Banking, and the Economy

6 Hours

What is money? Where did it come from? Most people haven't a clue. This course answers those questions and many more. The history of money (and financial institutions) is traced from ancient times to the present in order to plot man's heroic efforts to bring its subtle mysteries under control.

The course also moves beyond history to an understanding of contemporary money, banking, and modern economic life. The story of money is seldom dull. Open only to 11th and 12th graders.



The Soviet Union Today

6 Hours

The Soviet state, born in the great October Revolution in 1917, was expected to collapse within a few short months. Yet, today, the Soviet Union is acknowledged to be one of the two world superpowers. How have the four generations of the Kremlin leaders brought their country to this stage? Where is the Soviet Union heading in the future? This course is designed to probe into these and other equally fascinating questions. Students are introduced to the organization of the power structure as well as to the impact of the Soviet system on the lives of the ordinary people. Special attention is given to the foreign policy of the Soviet Union.

Readings are drawn from primary sources including Hedrick Smith's *The Russians* and the writings of well-known Soviet dissidents. Independent library research and participation in class discussions are encouraged.

MINOR COURSES



LANGUAGE

Conversational Spanish *6 Hours*

A course designed especially for students who have studied Spanish for two years. Directed conversational exercises enable students to progress according to their own needs, be they building a broad vocabulary, increasing fluency, improving pronunciation, or sharpening audio-discrimination. Since accurate usage is one of the most important goals of the course, the conversational projects are supplemented by appropriate study of the structure of the language. Beyond the textbook, a variety of audio-visual materials are used to stimulate conversation, including filmstrips, slides, newspaper and magazine articles, and recorded radio broadcasts.

Conversational French *6 Hours*

Open only to students who have completed at least two years of French, this course places special emphasis on specific aspects of spoken French. Intended for students who understand French rather well but need to gain confidence and efficiency in speaking, the course is conducted entirely in French. Dialogues, speeches, debates, interviews, and role-playing are reinforced by a study of topical vocabulary, idiomatic expression, and applied phonetics.

Conversational German *6 Hours*

This class is for those who have had at least two years of high school German or the equivalent and wish to spend some time speaking only German on subjects of common interest to themselves and others who share their zeal. Since it is virtually impossible to assemble in any one high school enough people who both have an ear for this language and are willing to abandon English, we take the opportunity provided by the presence of many talented students to improve the student's feel for the structure, flow, and sound of German, rather than to undertake massive exercises in grammar or vocabulary building. Students practice speaking over short literary excerpts, topics of current or perennial interest, and contemporary mass media.

MINOR COURSES



MATHEMATICS

Intermediate Algebra *12 Hours*

This course is a rapid review of first-year algebra, an in-depth study of second-year algebra, and an introduction to trigonometry. Some of the topics that are covered are polynomials and the operation performed with them, relations and functions, linear equations, second-degree equations, simultaneous equations, coordinate geometry, exponents, radicals, and circular and trigonometric functions.

It would be helpful to have had geometry prior to taking this course. Not for students who have completed second-year algebra.

Computer *6 Hours*

This course is designed for students with no past experience in computing who are interested in developing an understanding of the capabilities and use of a modern high-speed computer. Students learn a computer language (Pascal) and using a structured approach, write programs and test them on the Academy's Apple computers. One year of algebra serves as adequate background for undertaking a variety of applications, both mathematical and otherwise.

MINOR COURSES

Trigonometry *6 Hours*

The name "trigonometry" is derived from two Greek words meaning measurement of triangles. While the solution of triangles forms an important part of modern trigonometry, it is by no means the only part or even the most important part. In the development of methods for the solution of triangles by computation, certain trigonometric functions occur. The study of the properties of these functions and their applications to various mathematical problems constitutes the subject matter of this course.

Other topics include working with equations, proving identities, and graphing functions. Prerequisite: two years of algebra experience.



MINOR COURSES

MUSIC

Chorus 6 Hours

The Summer Session's Chorus is made up of the combined voices of students who take this course and all the students of the Chamber Music Program. The Chorus meets every class day and on occasion performs with orchestral accompaniment. No previous experience is necessary, just a desire to work hard and enjoy an intensive choral experience.

Symphony Orchestra 6 Hours

Students taking this course join members of the Chamber Music Program in daily orchestra practice. Applicants are accepted in the correct combination of instruments to form a symphony orchestra; the course is therefore open to all symphonic instrumentalists. An audition tape is required of all players. Although previous chamber music experience is not a prerequisite, all candidates for the Symphony Orchestra should have a music teacher recommendation.

The Broadway Musical 6 Hours

Broadway has produced one of the richest and most varied traditions of musical theatre. We begin with a historical survey tracing the origins of the tradition in operetta, burlesque, and vaudeville through its maturity in the book musical of the last 50 years. Shows that mark turning points in this history—*Show Boat*, *Porgy and Bess*, *Oklahoma!*, *West Side Story*—are studied in detail. The latter part of the course concentrates on recent successes on Broadway (*Pippin*, *A Chorus Line*, *Sweeney Todd*). At all points the focus is on the interaction of music and drama, drawing conclusions about its sometimes spectacular success and frequent failure. Field trips to local summer stock productions are arranged.

No prerequisites.



PHILOSOPHY, PSYCHOLOGY, AND RELIGION

Rebellion and Literature •
6 Hours

To rebel is to refuse to go along with what is seen as intolerable; it is to say "No!" with one's whole self. There is rebellion which becomes political (as revolution), and rebellion which is more philosophical (such as the belief that death and suffering can never be justified). One can take a stand of resistance against authority of any kind, against popular opinion, God, or a specific idea — and all of these variations are considered in this course. Students explore the concept of rebellion — as well as its effect on the rebel and his or her world — as depicted in selected works of literature. Among the readings: Camus' *The Plague*, Kesey's *One Flew Over the Cuckoo's Nest*, Miller's *The Crucible*, Malraux's *Man's Fate*. Certain non-fiction pieces, from Plato, Marx, Camus, and others, provide a context for the literature.



**Abnormal Psychology:
Who is Crazy?
Who is Normal?**
6 Hours

Most of us use words like "crazy," "nuts," or "sick" to describe certain people; the expert has a more technical vocabulary, but he is trying to capture the same phenomena. What does it mean to use such labels, and what, really, constitutes neurosis or schizophrenia? This course provides an introduction to the field known as abnormal psychology, but begins with a consideration of so-called Personality theory. Students learn about the vastly different perspectives offered by psychoanalysts, learning theorists, humanistic thinkers, and adherents of the medical model. These approaches are compared, critically evaluated, and then brought to bear on the categories of mental illness. The course concludes with an exploration of the ethical and social issues involved with the sanity/insanity distinction and with our definitions of mental health.

Students are not required to have any previous knowledge of the subject, but it is expected that they are attracted to the field of psychology as an academic discipline and willing to do primary source readings. These readings will include selections by Freud, Skinner, Maslow, Laing, Horney, Arieti, and others.

**Psychology:
Current Issues**
6 Hours

This course analyzes some of the contemporary issues facing adolescents today. Topics are presented from both a theoretical and practical point of view. Discussions cover identity formation, physical development, family life, peer relationships, love and sex, drug use and abuse, delinquency, suicide, mental disturbance, moral judgement and value systems. Additional topics provided by the students themselves are also examined. No prior knowledge of psychology is necessary.

Social Psychology
6 Hours

Group conformity. Abnormal behavior. Mental illness. Freud. Personality. The unconscious. Gossip. Aggression. Prejudice. Persuasion. Influencing attitudes. Person perception. Leadership. What all of these topics have in common is that all, and many more, lead toward a study of Social Psychology. How do people get to like one another? When can we define ourselves as sane? Where are riots likely to happen? The course takes a look at all of these subjects to determine why people interact the way they do. It is designed for those who have never had psychology before.





Dreams and Their Analysis

6 Hours

Everybody dreams, but not everyone remembers his dreams or understands them. What is a dream? What do dreams mean and how can they be interpreted? What role do dreams play? These are just some of the questions this course investigates. The course is built around student dream journals, but also includes readings about dream research (What happens when you're deprived of dream sleep? What is the psychological/physiological state of dreaming?), interpretation (Freud and Jung, of course, and other theorists), history (How have different cultures and time periods viewed dreams?), and literature dealing with dreams (from Joseph's interpretations of the pharaoh's dreams right up to Hemingway and Roth). Students learn techniques for remembering their dreams and keep a dream journal in which they record dreams and interpretations. Students also are asked to do one or two short papers on topics of particular interest to them.

MINOR COURSES

The Religions of Man

6 Hours

What is the sound of one hand clapping? If you say that the question is frivolous, that one hand cannot possibly clap, then go to the bottom of the ladder and start climbing again, for in the world of Zen Buddhism the question is not only serious but a beginning of enlightenment.

The world of Eastern thought is filled with perplexity and baffling incongruities for the Western mind. Even the symbols, though they intrigue, are often incomprehensible. Why do many oriental statues have four, sometimes even six, arms? What is the origin of the lotus position used in some forms of meditation? Why is hatha yoga so popular today?

The course explores six of the major world religions: Hinduism, Buddhism, Confucianism, Islam, Judaism, and Christianity are examined with particular emphasis on understanding the variety of religious expression in both Eastern and Western culture.

Moral Questions in Contemporary Life

6 Hours

Some of the most difficult and urgent questions we face in our personal and collective life are those that fall within the realm of morality. The difficulty has to do with conflicting ideas of the good and of justice, and the urgency involves a limited world with limited resources and an ever-increasing population. If this is true, how should the good things in life, from ice cream, pizza and fancy cars, to decent housing and good education, be distributed? The focus of the course is the clarification of values and responsibilities within the process of decision making. What values would you say are involved in relationships between friends, partners, lovers, or groups of a more general social, political nature? And what responsibilities are brought upon us by the values we hold? We will investigate the often unspoken presuppositions that give rise to moral decisions on such issues as war, peace, sexuality, population control, euthanasia, experimentation with human subjects, and the distribution of goods and environmental resources.

The course introduces the student to the discipline of ethics, both personal and social, and develops a practical morality applicable to situations where questions of goodness, fairness, and responsibility emerge. Readings are selected from Plato, Aristotle, Augustine, Aquinas, Mill, Moore, Rawls, Walzer, and others. There are short lectures, lengthy discussions, and careful analyses of cases taken from medicine, politics, economics, and everyday life.



MINOR COURSES

SCIENCE

Advanced Labs in Biology

6 Hours

This course begins with a familiarization with stereoscopic and compound microscopes, oil immersion, and phase lenses. However, the great majority of the work acquaints the students with centrifugation, electrophoresis, chromatography, spectrophotometry, and the use of the oscilloscope. The specific topics of the labs vary greatly, from observing human chromosomes and separating pigments in leaves and eyes of fruit flies to visualizing a nerve impulse and studying its properties. Prerequisite: one year of Biology.

Introduction to Electronics

6 Hours

Starting with elementary electricity and Ohm's Law, the course studies the principles and applications of resistors, capacitors, transistors and transformers in simple digital and analog circuits. Methods are developed for utilizing photo-electric cells to control relays and silicon controlled rectifiers. Transistor switching, DC and audio amplifiers, oscillators and other multi-vibrators, and triac phase-control systems are studied as the students construct useful projects utilizing the circuits.

Projects built include: continuity/polarity tester; photo-electric switches; moisture and level sensors; SCR burglar alarm and timers; flip-flops; oscillators; amplifiers and triac light dimmers.

A short unit will address the easy methods of interfacing the Apple II with the "real world."

Molecular Biology

6 Hours

Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the body. Particular emphasis is placed on those reactions which are associated with energy-yielding pathways. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. Other topics include the immune response, membrane function, molecular genetics, and gene interaction. Prerequisite: a year-long course in either biology or chemistry and competence in algebra.

Human Anatomy

6 Hours

The major systems of the human body are taken up in turn and the particular parts named and discussed in relation to one another. The interdependence of the systems is given special attention; for example, how nerves and muscles are coordinated, or why the rupture of a blood vessel in the brain may cause paralysis in the legs. Common disorders of the parts and what happens during the healing process are analyzed. The human body emerges as a miraculous, highly creative organism.

MINOR COURSES





The Students 1983

Abramowitz, Larry
Tupper Lake, NY
 Agostinelli, Katherine
Providence, RI
 Ahearn, Barbara
Winchester, MA
 Ahn, Sandra
Manhasset Hills, NY
 Ahn, Thomas
Sherman Oaks, CA
 Allard, Kim
Manchester, NH
 Alsleben, Stephen
Los Angeles, CA
 Alustiza, Jaime
Ponce, PR
 Ambrosino, Phillip
Lawrence, MA
 Anderson, Keith
Memphis, TN
 Angres, Elizabeth
Tarzana, CA
 Annis, Charles
LaCrosse, WI
 Appel, Daniel
Beverly Hills, CA
 Appling, Mitzi
Atlanta, GA
 Aravantinos, Leo
Attika, Greece
 Archambault, Ida
St. Francis, SD
 Archer, Andrea
Philadelphia, PA
 Arcoren, Charles
St. Francis, SD
 Arena, Susan
Marblehead, MA
 Aronow, Bruce
Dix Hills, NY
 Arrazolo, John
Houston, TX
 Arrington, Roberto
Baltimore, MD
 Ascher, David
New York, NY



Assé, Rainer
Brockton, MA
 Atkinson, Sarah
Mattapoisett, MA
 Austin, Bliss
Cambridge, MA
 Avallone, Nicole
Pacific Palisades, CA
 Avrich, Karen
New York, NY
 Bai, Grace
Franklin Lakes, NJ
 Baker, Sherri
Livingston, NJ
 Baker, Trissy
Sherman Oaks, CA
 Baldinger, David
Steamboat Springs, CO
 Baldwin, Kate
Palo Alto, CA
 Barlyn, Bennett
Schenectady, NY
 Barnett, Elizabeth
Memphis, TN
 Bartholomew, Lynne
Los Angeles, CA
 Bartlett, Andrew
New Canaan, CT
 Baskin, Niyokia
Atlanta, GA
 Batchelder, Ceri
London, England
 Bates, Kristina
San Fernando, CA

Bauman, Jonathan
Los Angeles, CA
 Baumwald, Melissa
Scarsdale, NY
 Baumwoll, Lisa
New York, NY
 Beauchataud, Philippe
Versailles, France
 Behar, Bryan
Encino, CA
 Behrmann, Sonia
Port-au-Prince, Haiti
 Bell, Charity
Kingston, NC
 Belmont, Gregory
Hewlett, NY
 Benavides, Lisa
Robstown, TX
 Benjamin, Jacinta
Brooklyn, NY
 Bennett, Christina
Swarthmore, PA
 Bennett, Elizabeth
Short Hills, NJ
 Bent, Donna
Brooklyn, NY
 Berg, Christopher
Weston, MA
 Berg, Steven
Dix Hills, NY
 Berliner, Julie
Sherman Oaks, CA
 Bernat, Aviva
Coconut Grove, FL
 Berrios, Iris
Ponce, PR
 Bershon, Nicole
Los Angeles, CA
 Bertman, David
Newton, MA
 Bethel, Jeff
Northridge, CA
 Beveridge, Albert
Washington, DC
 Bibb, Eric
Louisville, KY

Bird, Matthew
Croton-on-Hudson, NY
 Birnbaum, Amanda
Great Neck, NY
 Blackman, Seth
Ira, VT
 Bloch, Alexia
Worcester, VT
 Block, Marc
Westport, CT
 Blumenthal, Judith
Harrington Park, NJ
 Boal, Jeremy
Great Neck, NY
 Bohrer, Scott
Short Hills, NJ
 Boles, Gwendolyn
Shaker Heights, OH
 Bompey, Mitchell
Larchmont, NY
 Bongiorno, Laura
Concord, MA
 Bosch, Francisco
Miramar, PR
 Bosley, Amy
Beverly Hills, CA
 Bowen, Shelley
Miami, FL
 Bower, Stephanie
Newton, MA
 Bowman, George
Atlanta, GA
 Bragg, Tully
Salt Lake City, UT
 Brandt, Allison
Cherry Hill, NJ
 Bransford, Kathryn
Larchmont, NY
 Brause, Debbie
Larchmont, NY
 Brendel, David
North Bellmore, NY
 Britman, Michael
Watchung, NJ
 Brody, Mitch
Los Angeles, CA

THE STUDENTS 1983



Brooks, Peter
East Bridgewater, MA
Brooks, Robert
Waterville, ME
Brown, Allison
Houston, TX
Brown, Amy
Little Rock, AR
Brown, Carolyn
Little Rock, AR
Brown, Scott
Kalamazoo, MI
Brusco, Diane
Norwood, MA
Buchbinder, Alison
Miami, FL
Bueno, Frances
Nashville, TN
Burkholder, Heidi
San Antonio, TX
Burns, Tamra
Pacific Palisades, CA
Burrows, Whitney
Hartsdale, NY
Burton, Jonathan
Larchmont, NY
Bussgang, Julie
Lexington, MA
Butzel, Kyra
New York, NY
Cade, Karen
Hot Springs, AR
Calhoun, Andrew
Alexandria, VA

Campbell, Jonathan
Dayton, OH
Canales, Barbara
Corpus Christi, TX
Canas, Nelson
Somerville, MA
Canning, James
Simsbury, CT
Cantu, Rene
Corpus Christi, TX
Caplan, Hilary
La Jolla, CA
Card, Amy
Golden, CO
Cardoza, Kristan
Los Angeles, CA
Carlin, Jennafer
Malibu, CA
Carmichael, Arthur
Los Altos, CA
Carro Soto, Luis
Arecibo, PR
Carter, Theresa
Hillside, NJ
Carusone, Louis
Glens Falls, NY
Casellas, Isabel
Arecibo, PR
Chaitovitz, Susan
Rockville, MD
Chandler, Dan
Los Angeles, CA
Chang, Ju June
Dayton, OH
Chang, Sung-Jin
Dayton, OH
Chapa, Ramon
Mission, TX
Chaudhari, Ashok
Briarcliff, NY
Cheeseboro, Evelyn
Los Angeles, CA
Chen, Sylvia
Taipei, Taiwan
Cherry, Ronald
Macon, GA

Chin, Mavis
Revere, MA
Cho, Daniel
Roslyn, NY
Cho, Theresa
Manlius, NY
Choe, Jennifer
Scotch Plains, NJ
Choi, Benjamin
Andover, MA
Chrisman, Raymond
Palo Alto, CA
Chumsky, Sarah
Baldwin, NY
Chung, Danielle
Hong Kong
Ciccariello, Rita
Elmira, NY
Cigarroa, Marie
Laredo, TX
Claman, Douglas
Beverly Hills, CA
Clayman, Kenneth
Dayton, OH
Clothier, Annette
Stanwood, WA
Coats, Damita
Atlanta, GA
Cocks, Catherine
Waterville, ME
Cocks, Hanley
Waterville, ME
Codrington, Penelope
Boston, MA



Coffin, Judith
South Burlington, VT
Cogan, David
Portland, OR
Cohen, Katherine
Los Angeles, CA
Cohen, Susan
Woodmere, NY
Cohn, Michael
Short Hills, NJ
Cole, Richard
Boxford, MA
Collins, Josie
Beverly Hills, CA
Colon, Michael
Rio Piedras, PR
Colquitt, Ronald
Las Vegas, NV
Constantinides, Lia
Athens, Greece
Cook, Adrienne
St. Louis, MO
Corey, Heather
Portland, ME
Correa-Plaza, Anabella
Quito, Ecuador
Corretjer, Sonia
San Juan, PR
Cotel, Helene
Antibes, France
Cowan, Margot
Wappingers Falls, NY
Cowles, Christopher
Potomac, MD
Cox, Edward
Solana Beach, CA
Crawford, David
Santa Barbara, CA
Creel, Emory
Nashua, NH
Cross, Myra
Memphis, TN
Cummings, Laura
Centre Conway, NH
Curtiss, Douglas
Old Lyme, CT

THE STUDENTS 1983

Cypres, Leigh
Andover, MA
Dahling, Peter
Grosse Pte. Shores, MI
Daikubara, Peter
Jamaica, NY
Dalman, Kristina
Holland, MI
Danahy, John
Weston, MA
Dardy, Darryl
Boston, MA
Davis, Deborah
Atlanta, GA
Davis, Jaclynn
Belcourt, ND
Davis, Margot
Maplewood, NJ
De Clercq, Dimitri
Dubai, United Arab Emirates
DeFilippis, Frank
Maplewood, NJ
DeGruttola, Beatrice
Natick, MA
DeJuan, Jose
Guaynabo, PR
DeLeon, Manya
Berkeley, CA
de Saint Martin, Julie
Juan-les-Pins, France
Despaigne, Luis
New York, NY
Diamond, Sara
New York, NY
Dildine, Jenny
Selinsgrove, PA
Dixon, Derek
Hplmdel, NJ
Do, Thuyhang
Somerville, MA
Dockery, Eric
Chicago, IL
Donahue, Nancy
Chelmsford, MA
Dorcas, Timothy
Providence, RI



Dorfman, Julia
Needham, MA
Dorman, Caroline
Sun Valley, CA
Dowley, Tammy
Camden, NJ
DuBose, Brian
Monetta, SC
Dubow, Danielle
Rancho Palos Verdes, CA
Dubrow, Ethan
Los Angeles, CA
Dudley, Eric
Shaker Heights, OH
Duncan, Todd
Lincoln, NE
Dunson, Natalynn
Newark, NJ
Eidelhoch, Arthur
New Hartford, NY
Elliot, Lauren
Rye, NY
Engle, Susie
Carthage, MO
Epps, Tracy
Chicago, IL
Epstein, Jodi
Sudbury, MA
Epstein, Rachel
Oradell, NJ
Erceg, Marta
Wildwood Crest, NJ
Espo, Susan
Weston, MA



Ewing, Sherri
Memphis, TN
Ewing, Valentina
Vienna, VA
Falcone, Scott
Utica, NY
Fallon, Paul
Weston, MA
Faubert, Jean-Paul
Petion-Ville, Haiti
Faubert, Renée
Wellesley, MA
Feldstein, Debbie
Highland Park, IL
Fenchel, Andrew
Highland Park, IL
Fener, Joel
North Woodmere, NY
Ferguson, Edward
Manlius, NY
Field, Mikell
Orem, UT
Fields, Andrew
Merrick, NY
Fisher, Amy
Sherman Oaks, CA
Fisher, Tim
Sudbury, MA
Fishman, Benjamin
Bethesda, MD
Flavin, Scott
Milton, MA
Fleishman, David
Islip, NY

Flint, Kevin
Los Angeles, CA
Flowers, Stacie
Livingston, NJ
Foote, Nathaniel
Essex, CT
Ford, Ted
Anchorage, KY
Ford, Kelly
Gainesville, FL
Fowler, Najma
Chicago, IL
Fox, Melba
Grafton, WV
Franchi, Alessandra
Bologna, Italy
Franco, Rebecca
Atlanta, GA
Frank, Michael
Garden City, NY
Frank, Tauvia
Seaside, CA
Frankel, Jonathan
Short Hills, NJ
Frankel, Pam
Scarsdale, NY
Freeman, Eric
West Chester, PA
Frenning, Ann
Wellesley, MA
Freudenthal, David
Allendale, NJ
Friedman, Eric
Fair Lawn, NJ
Fu, Corinna
South Boston, MA
Fullilove, Teress
Memphis, TN
Fung, Felicia
Taipei, Taiwan
Gainey, Marcia
San Antonio, TX
Galvin, Sheryl
Andover, MA
Ganiban, Randall
Cheltenham, PA

THE STUDENTS 1983

Ganivet, Nicolas
Annecy, France

Garcia, Ray
San Antonio, TX

Gardner, James
Margate, NJ

Garrett, Jennie
Atlanta, GA

Gay, Kristin
Waterville, ME

Gelson, Jessica
Chatsworth, CA

Gentin, Pierre
Great Neck, NY

Gibson, Darrell
Woburn, MA

Gitchell, Dent
Little Rock, AR

Glancy, Alfred
Grosse Pointe, MI

Glasmacher, Alexander
Dusseldorf, W. Germany

Glasser, Laurie
Temple Terrace, FL

Glenn, Darryl
Colorado Springs, CO

Goldenson, Jennifer
New Hartford, NY

Goldman, Andrew
Fair Lawn, NJ

Goldman, James
Beverly Hills, CA

Goldman, Teri
Beverly Hills, CA

Goldstein, Jared
Old Westbury, NY

Golen, Jim
Highland Park, IL

Gonzalez, Francisco
San Juan, PR

Goodman, Zettra
Camden, NJ

Gordon, Alison
Hudson, OH

Gordon, David
Short Hills, NJ



Gorfinkle, Leanne
Marblehead, MA

Gott, David
Bayonne, NJ

Gottlieb, Lori
Beverly Hills, CA

Grant, Julian
Galveston, TX

Gras, Claudia
Oradell, NJ

Graves, Valerie
Milton, MA

Greene, Richard
Seattle, WA

Griska, Michelle
Amherst, NH

Grode, Jason
Beverly Hills, CA

Grossman, Donna
Mt. Kisco, NY

Gudas, Timothy
Horseheads, NY

Gueler, Richard
Northridge, CA

Gundersen, Joshua
LaCrosse, WI

Gurevitch, Randi
Los Angeles, CA

Gutierrez, Jorge
Ponce, PR

Gwartzman, Randolph
Millburn, NJ

Hache, Carlos
Santo Domingo, Dominican Rep.

Hadley, Robert
Arlington, WA

Hahn, Sam
Ontario, Canada

Hall, Henry
Brooklyn, NY

Halper, Sarah
New York, NY

Hambrick, Jonathan
LaJolla, CA

Han, Janet
Kingston, NY

Han, Yong
Coffeyville, KS

Hanauer, Amy
West Orange, NJ

Haney, Stafford
Naperville, IL

Hanson, Tara
East Walpole, MA

Hao, Kelvin
Potomac, MD

Haque, Ateque
Acton, MA

Hardison, Marlene
Chicago, IL

Harkavy, Shelly
Tulsa, OK

Harrell, Logan
Washington, DC

Harris, Eric
Shaker Heights, OH

Harrison, Edward
Rydal, PA

Harrison, Emily
San Antonio, TX

Hart, Thomas
San Antonio, TX

Harwitz, Michael
North Miami, FL

Hawkins, Harriet
Shaker Heights, OH

Hayashi, Tatsuro
Tokyo, Japan

Haymes, Evan
New York, NY

Heim, Jacques
Paris, France

Hellinger, Jeffrey
Miami, FL

Hellman, Ricki
Kennett, MO

Henderson, Ross
Los Angeles, CA

Hendrickson, Susan
Jackson, MS

Henry, Yulanda
Boston, MA

Herms, Deirdre
Morris Plains, NJ

Hernandez, Alberto
Los Angeles, CA

Hernandez, Roland
San Antonio, TX

Herrick, Michael
Dover, NJ

Hershberg, Nancy
White Plains, NY

Herzog, Drew
Meridian, MS

Heyman, Alexandra
Tulsa, OK

Hiatt, Shelley
Poughkeepsie, NY

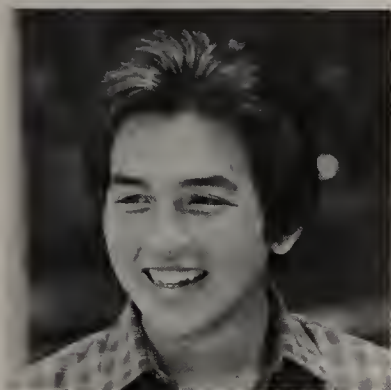
Hiestand, Amy
Chicago, IL

Hill, Allison
Whittier, CA

Hill, Charla
Atlanta, GA



THE STUDENTS 1983



Hinton, Jennifer
Chicago, IL
Hinton, Pierre
Mantua, NJ
Hirsh, Kevin
Beverly Hills, CA
Hitchcock, Margaret
Winchester, MA
Hoffman, Margot
Rye, NY
Holden, Helen
Amherst, NH
Holly, Lee
Dayton, OH
Homer, Laurel
Wilmette, IL
Hong, Caroline
Dixon, IL
Hood, Sean
Los Angeles, CA
Hooker, Kathleen
Lexington, MS
Hornor, Nye
Amherst, NH
Houston, William
Amherst, NH
Howe, Jennifer
Miami, FL
Howie, Kathleen
Dayton, OH
Hudson, Cleophus Alan
Memphis, TN
Huh, Christine
Brentwood, NY

Huh, Eileen
Lorain, OH
Ingalsbe, Dwight
Kingston, NY
Ichiya, Yoshihiko
Tenafly, NJ
Ide, Risako
Tokyo, Japan
Jacobson, Julie
Los Angeles, CA
Jaramillo, Javier
Ponce, PR
Jee, Susan
Hawthorne, NJ
Jennis, Lisa
South Orange, NJ
Jimenez, Roberto
Panama, Panama
Johnson, Carol
Philadelphia, PA
Johnson, Celestine
Chicago, IL
Johnson, Kevin
Louisville, KY
Johnson, Thomas
Houston, TX
Jordan, Cynthia
Cincinnati, OH
Jordan, David
Briarcliff Manor, NY
Joza, Manuel
New York, NY
Justers, Samantha
Atlanta, GA
Kabot, Jeffrey
Los Angeles, CA
Kang, John
Bayside, NY
Kaplan, Lawrence
Rockville Centre, NY
Karotkin, Jennifer
Virginia Beach, VA
Kasnitz, Melissa
Los Angeles, CA
Kassoff, Shana
Albany, NY

Katz, Diane
Northfield, IL
Katz, Gregory
Elkins Park, PA
Kefalas, Maria
Lexington, MA
Kelly, Genevieve
Los Angeles, CA
Kelly, Lisa
Los Angeles, CA
Kenlan, Rebecca
Wallingford, VT
Kerr, Colin
Newport, RI
Kiblinger, Charles
Jackson, MS
Kim, Andrew
Briarcliff, NY
Kim, Eileen
Irvington, NY
Kim, Hong Jin
Great Falls, VA
Kim, John H.
Cheltenham, PA
Kim, John S.
Flushing, NY
Kim, Julian
Potomac, MD
Kim, Laura
Shelby, OH
Kim, Leonard
Long Lake, MN
Kim, Susan
Butler, PA



Kim, Young-Hyun
Somerville, MA
King, David
Winter Park, FL
King, Jeffrey
Westbrook, CT
King, Paul
Jackson, MS
Klayman, Benjamin
Washington, DC
Klein, Alisa
Lafayette Hill, PA
Klein, Marc
Rye Brook, NY
Koenig, Scott
Scarsdale, NY
Kopelowitz, Judith
Hewlett Harbor, NY
Kornfeld, Jonathan
Beverly Hills, CA
Kriegel, Nancy
Albany, NY
Krueger, William
Hewlett Harbor, NY
Kulsakdinun, Ruangpung
Crown Point, IN
Kung, Linda
Beverly Hills, CA
Kupa, Kimberly
Andover, MA
Kupperman, David
Longport, NJ
Kurz, Boris
Schorndorf, W. Germany
Kwon, Nancy
Oneida, NY
Kwon, Phillip
Bronx, NY
L'Abbe, Michele
Fitchburg, MA
Laden, Anthony
Philadelphia, PA
Lainer, Gary
Los Angeles, CA
Lambe, Susan
Newport Beach, CA

THE STUDENTS 1983



Lambird, Jennifer
Oklahoma City, OK
Lambrecht, Jeffrey
Grosse Pointe, MI
Lamport, Sarah
New York, NY
Landau, Beth
Rye, NY
Landau, Lisa
Teaneck, NJ
Landis, Lisa
Huntingdon Valley, PA
Landis, Samuel
Beverly Hills, CA
Langer, Robert
Cherry Hill, NJ
Lasky, Monica
Highland Park, IL
Lassman, David
Port Washington, NY
Lawrence, Garfield
Cleveland, OH
Lawrence, Peter
Lynn, MA
Lazar, Jill
Winnetka, IL
Lazarus, Craig
Chappaqua, NY
Lazarus, Diana
Washington, DC
Lazarus, Lynne
Rosemont, PA
Lederhouse, Louise
Rochester, NY

Lee, Chung Hyun
La Canada, CA
Lee, Jinhee
Wyckoff, NJ
Lee, John
Cerritos, CA
Lee, Melissa
Bethesda, MD
Lee, Michele
Potomac, MD
Lee, Paul
Smithtown, NY
Lee, Tommy
Kowloon, Hong Kong
Lee, Wilma
Hermitage, PA
Leete, Janine
Great Falls, VA
Leftrict, Wayne
Dayton, OH
Legmann, Rona
Los Angeles, CA
Leinwand, Janet
White Plains, NY
Leitch, David
Houston, TX
Lesser, Elizabeth
Weston, MA
Lester, Shawn
Ignacio, CO
Levenson, Marilyn
Newton, MA
LeViege, Debora
East Cleveland, OH
Levine, Jennifer
Morris Plains, NJ
Levine, Laura
New York, NY
Levy, Alison
Great Neck, NY
Levy, Lori
Merrick, NY
Lewittes, Deborah
Poughkeepsie, NY
Lewittes, Michael
New York, NY

Li, Roger
New York, NY
Lin, John
Hinsdale, IL
Lippman, Wendy
Los Angeles, CA
Lipson, Pamela
Weston, MA
Little, Rebecca
Atlanta, GA
Liu, Bin
Harbin, Republic of China
Loeb, Jonathan
Los Angeles, CA
Lohrer, Elizabeth
Palos Verdes Estates, CA
Lok, Michael
Newton, MA
Lopez, Isaac
Los Angeles, CA
Lopez, Juan
Ponce, PR
Losano, Tonia
Gainesville, FL
Lowe, Robert
Santa Monica, CA
Lowenberg, Jonathan
Short Hills, NJ
Lublin, Suzanne
Richmond, VA
Lubowitz, Peter
Elkins Park, PA
Lufkin, Erik
Boxford, MA



Lundborg, Maja
Woodbridge, CT
Luonga, Christopher
Easton, CT
Lurie, Lesley
Dallas, TX
Lutkus, Anthony
Stavanger, Norway
Ly, Song-Peng
Andover, MA
Machalany, Pierre
Lawrence, MA
MacKeen, Lisa
Maynard, MA
Mackey, Sarah
Little Rock, AR
MacNaughton, Patricia
Portland, OR
Magie, Meredith
Weston, MA
Mah, Francis
Toledo, OH
Mahoney, Jane
Saratoga Springs, NY
Makula, Piotr
Boise, ID
Mann, Arthur
Lancaster, PA
Manolides, Antigoni
Thessaloniki, Greece
Mansbach, Ross
Durham, NC
Marcus, Sarah
Short Hills, NJ
Markel, Anne
Winter Park, FL
Marquez, Victor
Los Angeles, CA
Martinez, Ramiro
Chicago, IL
Marton, Frederic
Tenafly, NJ
Mason, Michael
Washington, DC
Mason, Steven
Atlanta, GA

THE STUDENTS 1983



Matta, Marilina
Ponce, PR
Mattera, Tina
South Holland, IL
Matthews, Carlotta
Houston, TX
Mattocks, Tonya
Brooklyn, NY
Mattox, Kathy
Memphis, TN
McCarrell, Trina
Harvey, IL
McCarter, James
Sycamore, IL
McCormack, Parrish
Charlotte, NC
McDiarmid, Jennifer
Washington, DC
McDonald, Anne
Atlanta, GA
McKnight, Anne
Bloomington, IL
McLaughlin, Maritza
Aquadilla, PR
McNeal, Kimberly
St. Louis, MO
McNeil, Carlyse
Newark, NJ
McRae, Cheryl
New York, NY
Meade, Tyler
Berkeley, CA
Melchionda, Patricia
Medford, MA
Meltzer, Amy
Beverly Hills, CA

Menafee, Robert
Dayton, OH
Mercier-Chancel,
Edouard
Geneva, Switzerland
Meredith, Brian
New Canaan, CT
Merrill, Emily
Anchorage, AK
Mervish, Amy
New York, NY
Mesard, Renee
Huntington Station, NY
Messitte, Anne
Rockville, MD
Metz, Walter
Shrewsbury, MA
Middleton, William
Washington, DC
Miech, Edward
Los Angeles, CA
Miech, Richard
Los Angeles, CA
Miller, Corey
Great Neck, NY
Miller, Craig
Los Angeles, CA
Miller, Gary
Beverly Hills, CA
Miller, Margo
Poughkeepsie, NY
Miller, Richard
Providence, RI
Miller, Terri
Little Rock, AR
Miranda, Geraldo
Cleveland, OH
Miret, Francisco
Madrid, Spain
Mirsky, Brett
Great Neck, NY
Mirsky, Jennifer
New York, NY
Mishkin, Alexander
Duxbury, MA
Mitchell, David
Glendale, CA

Mitchell, Elizabeth
Palo Alto, CA
Mitchell, Karen
Needham, MA
Mitchell, Robert
Providence, RI
Mohr, Gregory
Mobile, AL
Monaco, Valerie
Medfield, MA
Montminy, Paula
Lowell, MA
Moon, Diana
Jeannette, PA
Moore, Dennis
Boxford, MA
Moore, Gary
Dayton, OH
Moore, Preston
Boxford, MA
Moore, Kelly
Longwood, FL
Morando, Arturo
Madrid, Spain
Moreau, Jean-Paul
New York, NY
Morgan, Francesca
Boston, MA
Morgan, Michael
Baltimore, MD
Morrison, Lois
Lake Forest, IL
Morton, John
Camden, NJ
Moss, Richard
Ninety-six, SC
Moss, Stuart
Allendale, NJ
Mucha, Tara
West Hartford, CT
Mullaney, Kathleen
Melrose, MA
Murphy, Edward
Hudson, MA
Nackenson, Richard
New York, NY

Nagler, David
East Brunswick, NJ
Nalchajian, Christina
Fresno, CA
Nathanson, John
Philadelphia, PA
Navarro, Silvia
Chicago, IL
Negbaur, Gary
New York, NY
Neidorf, Andrea
Sherman Oaks, CA
Nelson, Lisa
Napa, CA
Nesmith, Emmilyn
Philadelphia, PA
Neville, Frank
Millbrook, NY
Newes, Gabriella
Newton, MA
Newman, Kenneth
Great Neck, NY
Ni, Sally
Taipei, Taiwan
Nieto, Yvonne
San Diego, CA
Nieuwenhuis, James
Weston, CT
Norman, Christopher
Atlanta, GA
Novak, Jonathan
Washington, DC
Nussbaum, Michelle
Bayside, NY



THE STUDENTS 1983

O'Brien, Elizabeth
Rockville Centre, NY
O'Connor, Deirdre
Santa Monica, CA
O'Connor, Robert
Wellesley Hills, MA
O'Donnell, Sean
Miami, FL
Odum, Maria
Atlanta, GA
Offer, David
Los Angeles, CA
Oh, Sara
Weston, MA
Onoe, Hideko
Tokyo, Japan
Orchard, Jack
St. Louis, MO
Ortiz, Etienne
Guaynabo, PR
Ortiz, Mariana
Guaynabo, PR
Ostroy, Alex.
Los Angeles, CA
O'Toole, Mary
Dallas, TX
Otten, Sylvie
Scarsdale, NY
Otto, Jennifer
Greenwich, CT
Owen, Karen
Gary, IN
Oyama, Jennifer
Burr Ridge, IL
Palombi, Marco
Naples, Italy
Pappas, Christopher
Peabody, MA
Park, Judy D.
Seneca Falls, NY
Park, Judy J.
Milford, DE
Parker, Demetrice
Kinston, NC
Parker, John
Palo Alto, CA



Payson, Jackie
Scarsdale, NY
Pearlman, Benjamin
Boulder, CO
Pearson, Michele
Cherry Hill, NJ
Peng, Christine
Taipei, Taiwan
Pereyo, Manuel
Guaynabo, PR
Perez, Ricardo
Bayamon, PR
Perine, Casey
Milwaukee, WI
Peters, Brandon
Winter Park, FL
Pew, Trina
Villanova, PA
Pincus, Beth
New York, NY
Pinet, Laurence,
Antibes, France
Pitcher, Linda
Laguna Beach, CA
Pitofsky, James
Mamaroneck, NY
Pleva, Shelly
Watchung, NJ
Podhurst, Julie
Miami Lakes, FL
Pokress, Charles
Santa Monica, CA
Pollen, David
Phoenix, AZ

Porter, Josh
Potomac, MD
Porter, Stephen
Amherst, MA
Pou, Carlos
Ponce, PR
Pounders, Elizabeth
Memphis, TN
Powell, Emily
Jackson, MS
Powers, Kathy
Brooklyn, NY
Rabinovitz, Julie
Northridge, CA
Rader, Cherie
Scarsdale, NY
Ragen, Kent
Portland, OR
Ramberg, Melanie
Beverly Hills, CA
Ramey, Hiba
Methuen, MA
Ramey, Issam
Methuen, MA
Ramm, Tim
Pacific Palisades, CA
Raskin, Damon
Beverly Hills, CA
Raskin, Susan
Baldwin, NY
Ratliff, Gary
Elkhorn City, KY
Rebay, Gisella
Carimate, Italy
Redford, Sharon
Los Angeles, CA
Rehmus, Suzanne
Atherton, CA
Reiner, Deborah
New York, NY
Reische, John
Hewlett, NY
Ren, Ying-Li
Harbin, Republic of
China
Resnick, Michael
Scarsdale, NY

Rhee, John
East Setauket, NY
Rho, Richard
Scarsdale, NY
Rhodes, Julia
Bridgeport, CT
Rhyme, Timothy
Camden, NJ
Richards, Laurence
Beverly Hills, CA
Richardson, Sarah
Winchester, MA
Riggs, Robert
Louisville, KY
Rittenberg, Leon
New Orleans, LA
Robbins, Mark
Providence, RI
Roberts, Andrea
Newton, MA
Roberts, Brad
Tucson, AZ
Robinson, Pamela
Memphis, TN
Robison, Todd
Tulsa, OK
Rodriguez, Antonio
Guaynabo, PR
Roethlisberger, Francois
Versoix, Switzerland
Rollins, Tracey
Providence, RI
Romanowski, Todd
Maynard, MA
Romberg, Laura
Bethesda, MD
Rosado, Luis
Chicago, IL
Rose, Nicolas
Paris, France
Rose, Randi
Great Neck, NY
Rosen, Andrew
South Orange, NJ
Ross, Sarah
Whitinsville, MA

THE STUDENTS 1983



Rothenberg, Richard
Los Angeles, CA
Rotner, Beth
Swampscott, MA
Rowe, James
Decatur, IL
Ruby, Jill
Los Angeles, CA
Rucker, Gerald
Sacramento, CA
Rudek, John
Los Angeles, CA
Ryu, Daniel
Northridge, CA
Sadler, Kimberly
Matamoras, PA
Saenz, Paula
Newark, NJ
Sagebien, Jeanine
St. Croix, U.S.V.I.
Salzman, Ellen
White Plains, NY
Sanchez, Federico
Rio Piedras, PR
Sanders, Lara
Los Angeles, CA
Sanditen, Lynne
Laredo, TX
Sandler, Lauren
Bethesda, MD
Santos, Marcos
Dorchester, MA
Saphier, Carl
Englewood, NJ

Sawyer, Shawn
East Burke, VT
Schlosberg, Suzanne
Sherman Oaks, CA
Schmidt, Betsy
Larchmont, NY
Schneck-Rosenfeld,
Colombe
Paris, France
Schneider, Cara
Elkins Park, PA
Schoor, Patricia
Cherry Hill, NJ
Schotsky, Laura
Melville, NY
Schulman, Eric
Boston, MA
Schuster, Randee
Los Angeles, CA
Schwartz, David
Beverly Hills, CA
Schwartz, Elizabeth
Worcester, MA
Scott, Caitlin
Little Rock, AR
Scott, Michael
Dubuque, IA
Scroggins, Tessie
New York, NY
Seckman, Michael
Rome, GA
Seiff, Peter
Englewood, NJ
Sengelmann, Roberta
Santa Monica, CA
Seung, Lisa
Wheeling, WV
Sewell, Thea
Ontario, Canada
Shair, Beth
Rye, NY
Shanken, Samantha
Scarsdale, NY
Shannon, Maxwell
Louisville, KY
Shapira, Tom
Highland Park, IL

Shapiro, Andrew
Spring Valley, NY
Sharfman, Lauren
Short Hills, NJ
Sheinberg, Annabel
Sands Point, NY
Shepherd, Caleb
Norwich, VT
Sherman, Harris
Baldwin, NY
Shifrin, Lisa
Clayton, MO
Shigekawa, John
Los Angeles, CA
Shimberg, Andrew
Tampa, FL
Shin, Susan
Wyckoff, NJ
Shore, Nancy
LaJolla, CA
Shorin, Elizabeth
Syosset, NY
Shouse, Michele
Jackson, MS
Sickle, Peter
Los Angeles, CA
Sidlow, Richard
Los Angeles, CA
Siege, Scott
Armonk, NY
Siegel, James
Miami Beach, FL
Sigalos, Donna
Dallas, TX



Silverman, Robin
New York, NY
Sirefman, Josh
Glen Head, NY
Smith, Celeste
Brookline, NH
Smith, Dane
New York, NY
Smith, Janet
Earlville, NY
Smith, Michele
Wallingford, PA
Smith, Toussaint
Baltimore, MD
Smoyer, Mark
Swarthmore, PA
Sobel, Jonathan
Westwood, NJ
Sofianopoulou,
Alexandra
Athens, Greece
Soldes, Oliver
Great Neck, NY
Solomon, Stephen
Roslyn Harbor, NY
Song, Mark
New City, NY
Souder, Jamie
Salt Lake City, UT
Spear, Alison
Newport Beach, CA
Spector, Howard
New Hartford, NY
Speyer, Seth
Croton-on-Hudson, NY
Spies, Brennan
Livermore, CA
Stack, Shari
Meridian, MS
Steen, Jennifer
Southbridge, MA
Stein, Madelaine
Sherman Oaks, CA
Stein, Sharyn
Short Hills, NJ
Steinberg, David
Granada Hills, CA

THE STUDENTS 1983



Steinberg, Harris
Rydal, PA
Stella, Lucy
Eau Claire, WI
Sterling, Brent
San Antonio, TX
Sterling, Pamela
Beverly Hills, CA
Stern, Lisa
Providence, RI
Stevenson, Daniel
Bennington, VT
Stiebel, Catherine
New York, NY
Stiles, Ashley
Oakland, CA
Stillman, Matthew
Huntington, NY
Stone, David
Armonk, NY
Stuart, Mark
Scarsdale, NY
Suhl, Adam
Roche Harbor, WA
Suhl, Jason
Roche Harbor, WA
Svensson, Marc
Englewood, NJ
Tabor, Owen
Memphis, TN
Tabucchi, Tiziana
Westlake Village, CA
Tang, Kevin
New York, NY

Taylor, Lindsey
Ontario, Canada
Taylor, Maria-Teresa
Denver, CO
Te, Chester
Brooklyn, NY
Teichholz, Deborah
Oradell, NJ
Thatte, Nisha
Sudbury, MA
Theodore, Dickens
Dorchester, MA
Thomas, Dawn Marie
Chicago, IL
Thompson, Marnita
East Cleveland, OH
Tierney, Matthew
New Bedford, MA
Tilson, Richard
Raleigh, NC
Tobias, Emily
New York, NY
Tolbert, Gloria
Atlanta, GA
Tolchinsky, Adam
Woodmere, NY
Torian, Barry
Hopkinsville, KY
Tovar, Fernando
Corpus Christi, TX
Trimis, Antigone
Thessaloniki, Greece
Tsuchikawa, Yuka
New York, NY
Tucker, Crystal
Philadelphia, PA
Turchi, Michele
Margate, NJ
Turner, Christina
Menasha, WI
Ulene, Steven
Los Angeles, CA
Ullman, Valerie
Port Washington, NY
Valentine, Glen
Albany, NY

Van Dyne, Aimee
Old Westbury, NY
Van Kirk, Heidi
Los Angeles, CA
Vasquez, Michelle
Uvalde, TX
Vega, Alejandro
Chicago, IL
Vendig, Joshua
Los Angeles, CA
Verduzco, Maria
Franktown, CO
Villard, Rafael
Port-au-Prince, Haiti
Villela, Kerry
Mattapoisett, MA
Vogel, Eric
Milwaukee, WI
Volpert, Nancy
Sherman Oaks, CA
Von Hippel, Frank
Anchorage, AK
Wachs, Sharon
Short Hills, NJ
Wain, Royce
Old Westbury, NY
Wald, David
New York, NY
Waldman, Julie
Los Angeles, CA
Walker, Denese
Baltimore, MD
Wallen, Emily
Short Hills, NJ
Watkins, Stephen
Pasadena, CA
Watson, Jennifer
La Jolla, CA
Watts, Roderick
Louisville, KY
Weatherhead, Mary
Cleveland Heights, OH
Webb, Darryl
Memphis, TN
Wegener, Anne-Kathrin
Oberursel, West Germany

Wegener, Sophie
Oberursel, West Germany
Weil, Lisa
Highland Park, IL
Weinrib, Stephen
Montgomery, AL
Weinstein, David
Palo Alto, CA
Weinstock, Peter
Scarsdale, NY
Weiss, Dana
Encino, CA
Weiss, Peter
Short Hills, NJ
Weller, Andrew
Charlotte, NC
Wells, Harwell
Nashville, TN
Wenacur, Abby
Massapequa, NY
Werschkul, Erika
Portland, OR
West, Deborah
New York, NY
Westbrook, Wendell
Chicago, IL
Whelan, John-Paul
Atherton, CA
White, Andrew
Newburgh, NY
White, Paul
Kamuela, HI
Wieland, Lindsey
Atlanta, GA



THE STUDENTS 1983

Wilkerson, Traci
Memphis, TN
 Wilkins, Edward
Cleveland, OH
 Wilkinson, Ellen
Charlotte, NC
 Williams, Kimberly
Colorado Springs, CO
 Williams, Lynda
Newark, NJ
 Williams, Michael
Memphis, TN
 Williams, Rodney
Atlanta, GA
 Wilson, Mark
Boston, MA
 Winn, Peter
Hollywood, FL
 Wolff, Leslie
Woodmere, NY
 Wolk, Stephanie
Lexington, MA
 Won, Emily
Short Hills, NJ
 Wonacott, Peter
Portland, OR
 Wongse-Sanit, Nareeporn
Crown Point, IN
 Woo, Fletcher
Lexington, MS
 Wood, Matthew
Portland, OR
 Woolfolk, Geary
Atlanta, GA
 Wooten, McKinley
Kinston, NC
 Worcester, Kristin
Merrimack, NH
 Wily, Noel
Center Valley, PA
 Wreath, Lisa
Monroe, NC
 Wright, Gigi
San Juan, PR
 Wu, Florence
Setauket, NY

Wyatt, Clifford
Santa Barbara, CA
 Yim, Jeannie
Rockville, MD
 Yoon, Michael
Salem, VA
 Young, Joshua
Boston, MA
 Young, Pauline
Neuilly-Sur-Seine, France
 Yulsman, Michael
Abington, PA
 Zax, Lauren
Beverly Hills, CA
 Zee, Andrew
Hong Kong
 Zee, Rodney
Stow, MA
 Zeledon, Georgina
Los Angeles, CA
 Zeitlin, Karen
Glen Rock, NJ
 Zessar, Marjorie
Highland Park, IL
 Zicklin, Eric
Highland Park, NJ
 Zinkhofer, Peter
Zurich, Switzerland
 Zoller, Glenn
New Orleans, LA
 Zuniga, Christiane
Brussels, Belgium



The Faculty 1983



- | | |
|--|--|
| Abbot, David, B.S.
<i>Encounter, HC</i> | Bunnell, Katherine, A.B.
<i>Administrative Ass't.</i> |
| Adair, Jordan, B.A.
<i>English</i> | Cameron, John, M.A.
<i>English</i> |
| Allen, Catherine, M.Mus.
<i>Music</i> | Camp, Bryan, B.A.
<i>Speech and Debate, HC</i> |
| Andrews, Rosie, B.S.
<i>Encounter, HC</i> | Cassuto, Leonard, B.A.
<i>TA in English</i> |
| Andrews, Sara, B.A.
<i>TA in French</i> | Clough, Edward
<i>Music</i> |
| Argyros, Ellen, B.A.
<i>TA in English</i> | Colasante, Ona, B.A.
<i>Anthropology, HC</i> |
| Bade, Donald, B.B.A.
<i>Comptroller</i> | Cone, Thomas, M.A.T.
<i>Biology</i> |
| Bailey, Carroll, J.D.
<i>Director of Work Program, HC</i> | Consiglio, Sandy, M.Mus.
<i>Music</i> |
| Bajalovic, Dragana, A.D.
<i>Music</i> | Cortez, Alan, B.S.
<i>TA in Science</i> |
| Bay, Norman, B.A.
<i>TA in History</i> | Couch, James
<i>Spanish</i> |
| Bayard, Yolande, M.A.
<i>French</i> | Crawford, Colin, M.A.
<i>English, HC</i> |
| Bean, Laura, B.A.
<i>TA in English</i> | Davis, Anita, B.A.
<i>TA in Mathematics</i> |
| Bensley, Audrey
<i>Ceramics</i> | Davis, Gerald, M.A.
<i>(MS)² College Counselor</i> |
| Benson, Peter, M.A.L.S.
<i>Physics</i> | Davis, Tami, M.Phil.
<i>History, HC</i> |
| Bergeron, Katherine, B.A.
<i>Music</i> | Day, Jennifer, B.A.
<i>Art</i> |
| Bond, Jennifer, B.A.
<i>Astronomy, HC</i> | DeJong, Sandra, B.A.
<i>English, HC</i> |
| Boots, Robin, M.A.
<i>English</i> | Dempsey, Timothy
<i>History, HC</i> |
| Boyd, Helene Sophrin,
<i>Graham House Counselor</i> | Dockery, Kathryn, A.B.
<i>Mathematics</i> |
| Briskin, Mitchell, B.A.
<i>History, HC</i> | Dowd, Allan, B.A.
<i>Audio Director</i> |
| Brown, Pamela, M.Ed.
<i>English</i> | Drakeford, Carin
<i>Music</i> |
| Bryan, Sandra, B.A.
<i>TA in Science</i> | Eich, Ed, B.A.
<i>Photographer, HC</i> |
| Bryant, David
<i>Computer and Audio-Visual Ass't.</i> | Elson, Charles, A.B.
<i>History, HC</i> |
| Bunnell, James, M.A.
<i>Director</i> | Farrar, Ned, B. of Mus.Ed.
<i>Music</i> |

THE FACULTY 1983

Finn, Mary, B.A.
Radio Production

Fleischhacker, Jerry, M.A.
History, HC

Flynn, Joseph, B.A.
TA in Science

Ford, Charles, M.Phil.
TA in English

Ford, Margaret, M.S.
History, HC

Gabert, Charla, M.A.
English, HC

Gardner, Laura, M.S.
English, HC

Gately, David, B.S.
TA in Psychology

Gibeau, Peter, B.Mus.
Music

Gibert, John, B.A.
English, HC

Goldsberry, Paul, M.Mus.
Music

Gordon, Jennifer, M.S.
Chaplain

Gottfried, Roy, Ph.D.
English

Graham, David, M.Ed.
Activities Director, HC

Gross, Stephanie, M.A.
English as a Second Language, HC

Hagan, Nancy, M.Ed.
Psychology

Hagen, Carolyn, B.A.
Psychology, HC

Hajjar, Daniel, B.A.
TA in Mathematics

Hale, Dori, M.A.
English, HC

Ham, Gretchen, B.S.
Biology, HC

Hamilton, Judy, M.Ed.
HC

Hannah, Frank, M.A.
Mathematics

Hansen, Frank, B.S.
Physics, HC



Harlow, Ruth, B.A.
Journalism, HC

Harton, Thomas, M.A.L.D.
History, HC

Hayes, Preston, B.S.
Chemistry, HC

Healey, Frank, B.A.
Biology, HC

Hebert, Jeff, B.A.
Theatre

Heisler, Michele, B.A.
TA History

Hillman, Timothy, B.A.
Theatre

Hobausz, Aloysius, S.B.
Audio-Visual Director

Holley, Leon, M.A.
Science

Hopkins, John, M.Ed.
Director of Trips & Tours

Horgan, Patrick, A.B.
English, HC

Howard, Christopher, B.A.
TA in History

Husari, Nancy, M.A.T.
English as a Second Language, HC

Irwin, David, M.M.
Art, HC

Johnson, Miranda, B.A.
English, HC

Jones, Mark
TA in Science

Joseph, Suzy, M.A.
HC

Kelsey, Mary
Art

Kenison, Patricia, M.S.
Science, HC

Kip, Nicholas, M.A.
English

Kircher, Timothy, M.A.,
M.Phil.
History, HC

Kohn, Alfie, M.A.
Philosophy, HC

Korsun, Liza, B.A.
Russian, HC

Lahey, Lisa, M.Ed.
Psychology

Laporte, Claire, A.B.
TA in History

Lawrence, Jill, B.Ed.
Encounter, HC

LiCalsi, Lynn, A.B.
Latin, HC

Lillich, Olivia, B.A.
TA in Theatre

Long, Philip, B.M.
Music

Lopes, Kate, B.A.
Social Activities Director, HC

Lorenço, Beda, M.A.
Spanish

Lorenço, Peter
HC

Manning, Vivian, B.A.
TA in Mathematics

Marks, Jack, B.A.
Psychology

Marlowe, Jonathan
Psychological Consultant

McKee, Jean, B.A.
Director of Admissions

McMurray, John K., M.A.T.
Director of Intensive Studio Art

Milkman, Janet, B.A.
TA in History

Minné, Ronn, Ph.D.
Chemistry, HC

Monaco, Vincent, M.Mus.
Science

Mooney, James, Ph.D.
Science

Moore, David, B.S.
Mathematics

Morell, Clement, M.A.
Mathematics

Namerow, Lisa, B.A.
TA in Biology & Psychology

Neilson, George, M.Ed.
Business Manager

Noel, Carol, B.S.
TA in English

Nolan, Sarah, A.B.
TA in English

Oden, Thomas, B.A.
TA in English

Palmer-Fernandez, Gabriel,
M.T.S.
Psychology, HC

Paradis, Andrea, B.A.
TA in English as a Second Language

Pesce, Robert, M.Ed.
Mathematics

Pool, Thomas
Manager of Commons

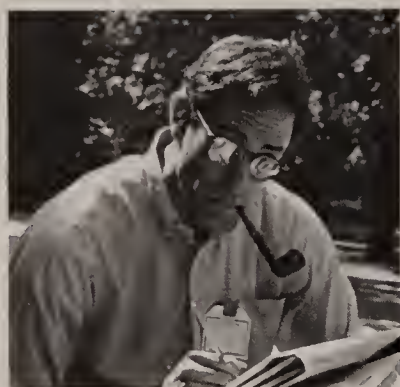
Pottle, David, Ph.D.
Assistant Director

Pottle, Phyllis
HC

Preston, Douglas, B.S.
Athletic Trainer



THE FACULTY 1983



Quattlebaum, Edwin, Ph.D.
Dean of Students

Quattlebaum, Ruth, M.A.
Calligraphy, HC

Ragent, Lawrence, B.Mus.
Music

Raizman, David
TA in English

Read, Abigail Owen, B.A.
Art

Read, Bart, B.A.
HC

Reed, Pamela, B.A.
English, HC

Rice, Margaret, B.A.
Oceanography, H

Richardson, James, M.A.
College Counselor, HC

Robbins, Lynne, M.S.
Library Director

Rutter, Lynn, M.A.T.
Encounter, HC

Salomon, Manjula, Ed.D.
English as a Second Language

Salomon, Stuart, M.A.T.
HC

Saul, David, A.B.
Art

Saxenian, Stephen, B.S.
TA in Astronomy

Shaw, Christopher, B.A.
HC

Simon, Julie, B.A.
TA in Mathematics

Slayton, Julia, M.Div.
Chaplain

Smith, Horatio, B.S.
TA in Science

Smith, Nathaniel, M.A.
Mathematics

Sonnenschein, Iris, A.B.
English

Southworth, Peter, B.A.
Director of Encounter Program, HC

Souvaine, Emily, Ed.M
Dean of Students

Stott, Susan, M.C.R.P.
Assistant Business Manager

Storrs, Deborah, B.A.
TA in Psychology

Swain, Joseph, Ph.D.
Music

Sykes, Rebecca, M.S.W.
HC

Tallot, Jacques
English, HC

Tang, Babette, S.B.
TA in Psychology

Taylor, Timothy, B.A.
Philosophy, HC

Thomas, Eric, B.Mus.
Music

Thomas, Margaret, M.Ed.
English as a Second Language, HC

Thomas, William, M.F.A.
Music Director



Thompson, Jeffrey, B.F.A.
Publication Photographer

Tomlinson, Glenn, B.A.
TA in Art

Tran, Loc, B.A.
TA in Mathematics

Traynor, Marsha, M.S.
Physiology

Trubek, Jessica
TA in Journalism

Truxes, An-Ming, M.A.T.
HC

Truxes, Thomas, M.B.A.,
M.A.

Economics

Veenema, Shirley, M.A.
Art

Vickers, William, M.Ed.
Mathematics

Vogel, David, M.A.
Music

Walter, Christopher, M.A.
French, HC

Warner, Sally Slade,
A.A.G.O., Ch.M.
Carillonneur, Record Librarian

Warren, Alexander, M.A.L.S.
Mathematics

Warren, Rebecca
Computer Assistant

Washburn, Andrew, B.S.
Mathematics

Washburn, Catherine, B.F.A.
HC

Washburn, Elizabeth, B.A.
HC

Washburn, Peter, B.A.
Mathematics

Weber, Harold, B.A.
Mathematics, HC

Weinstein, Cindy, B.A.
English, HC

Wilson, Claire, M.D.
Medical Director



Wilson, Elaine
Director of English as a Second Language Program

Wilson, Richard
Music

Winter, Eugene, M.Ed.
Archaeology

Young, Victor, B.S.M.E.
Director of (MS)² Program

1983 STATISTICAL INFORMATION

Geographical Distribution

Alabama	2	Utah	3
Alaska	2	Vermont	7
Arkansas	7	Virgin Islands	1
Arizona	2	Virginia	7
California	127	Washington	5
Colorado	8	West Virginia	2
Connecticut	13	Wisconsin	6
Delaware	1	Belgium	1
District of Columbia	8	Cambodia	1
Florida	18	Canada	3
Georgia	20	Republic of China	2
Hawaii	1	Ecuador	1
Idaho	1	England	1
Illinois	33	France	9
Indiana	3	Germany	4
Iowa	1	Greece	5
Kansas	1	Haiti	3
Kentucky	8	Hong Kong	3
Louisiana	2	Italy	3
Maine	5	Japan	3
Maryland	16	Norway	1
Massachusetts	89	Panama	1
Michigan	5	Santo Domingo	1
Minnesota	1	Spain	2
Mississippi	9	Switzerland	3
Missouri	6	Taiwan	4
Nebraska	1	United Arab Emirates	1
Nevada	1		
New Hampshire	9		
New Jersey	69		
New York	154		
North Carolina	9		
North Dakota	1		
Ohio	24		
Oklahoma	4		
Oregon	6		
Pennsylvania	29		
Puerto Rico	22		
Rhode Island	8		
South Carolina	2		
South Dakota	2		
Tennessee	15		
Texas	24		

Enrollment

	Boys	Girls	Total
Rising 10th Graders	24	24	48
Rising 11th Graders	215	252	467
Rising 12th Graders	160	159	319
Postgraduates	14	4	18
	413	439	852
Boarding Students			841
Day Students			11

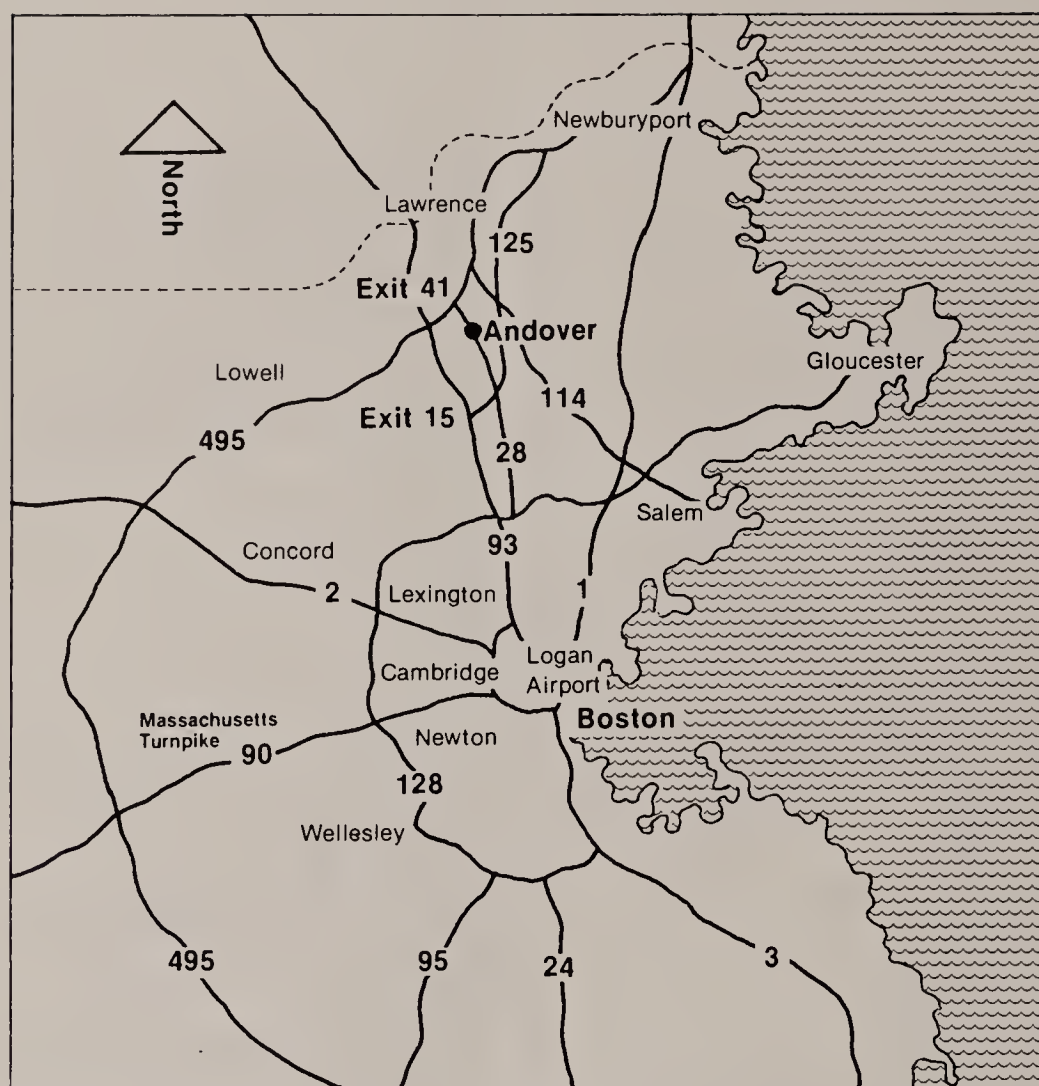




INDEX TO BUILDINGS

- | | |
|------------------------------------|---|
| 1. Abbey House* | 47. Memorial Bell Tower |
| 2. Abbot Hall | 48. Morse Hall (Mathematics) |
| 3. Adams Hall* | 49. Morton House* (Alumnae) |
| 4. Addison Art Gallery | 50. Nathan Hale House* |
| 5. Alumni House* | 51. Newman House* |
| 6. America House* | 52. Newton-Hinman House* |
| 7. Andover Cottage* | 53. Nineteen Twenty-Four House |
| 8. Andover Inn | 54. Oliver Wendell Holmes Library |
| 9. Arts Center | 55. Park House |
| 10. Bailey House* | 56. Paul Revere Hall* |
| 11. Bancroft Hall* | 57. Peabody House |
| 12. Bartlet Hall* | 58. Pearson Hall (Classics) |
| 13. Benner House (Ceramics) | 59. Pease House* |
| 14. Bishop Hall* | 60. Pemberton Cottage* |
| 15. Blanchard House* | 61. Phelps House |
| 16. Borden and Memorial Gymnasiums | 62. Power Plant |
| 17. Bulfinch Hall (English) | 63. R. S. Peabody Foundation
and Archaeological Museum |
| 18. Burtt House* | 64. Rockwell Hall* |
| 19. Carter House* | 65. Samaritan House* |
| 20. Case Memorial Cage | 66. Samuel Phillips Hall (History and
Modern Foreign Language) |
| 21. Chapin House* | 67. Smith House* |
| 22. Churchill House* | 68. Sumner Smith Hockey Rink |
| 23. Clement House* | 69. Stearns House* |
| 24. Cochran Chapel | 70. Stevens House* |
| 25. Commons (Dining Hall) | 71. Stimson House* |
| 26. Cooley House | 72. Stowe House* |
| 27. Day Hall* | 73. Elbridge Stuart House* |
| 28. Double Brick House* | 74. Taylor Hall* |
| 29. Draper Cottage* | 75. Thompson House* |
| 30. Eaton Cottage* | 76. Tucker House* |
| 31. Engineering Building | 77. Whitney House* |
| 32. Evans Hall (Science) | 78. Williams Hall* |
| 33. Flagg House* | |
| 34. Foxcroft Hall* | |
| 35. French House* | |
| 36. Frost House* | |
| 37. Fuess House* | |
| 38. George Washington Hall | |
| 39. Graham House | |
| 40. Graves Hall (Music) | |
| 41. Hall House* | |
| 42. Hardy House | |
| 43. Isham Hall* | |
| 44. Isham Infirmary | |
| 45. Johnson Hall* | |
| 46. Junior House* | |

*Dormitory



TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 15, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street and then take the first possible left off Salem Street onto the inner campus road. The Summer Session office is marked by a sign at the road's edge at the north entrance to Samuel Phillips Hall.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take the exit marked "Andover" and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the Andover center. Turn left on Salem Street, by the Bell Tower.

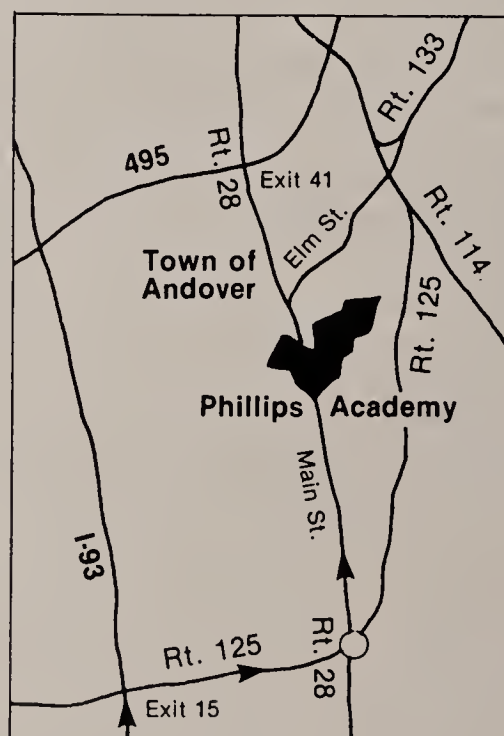
The Trombly Motor Coach Service runs buses to Andover from the Essex Hotel, Boston. Buses run approximately every hour, 7:30 a.m. to 11:00 p.m., Monday through Saturday, and from 10:30 a.m. to 11:00 p.m. on Sunday. Visitors should call the ticket agent in Boston, 451-1410, for up-to-date information.

Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
Telephone 617-475-5903

Sheraton Rolling Green Motor Inn
Lowell Street, Andover
Telephone 617-475-5400

Merrimack Valley Motor Inn
Route 125, Chickering Road
North Andover
Telephone 617-688-1851



INDEX OF COURSES

Major Courses

THE VISUAL ARTS, 21
Intensive Studio Art
DRAMATICS AND RADIO, 22-23
Critical Introduction to Film
Play Production Workshop
Radio Production
ENGLISH, 24-28
Beyond Competence
Competence in Reading and Writing
Creative Writing
Newspaper Writing
English as a Second Language
The Literature of the Bizarre
Modern European and American Fiction
Nobel Prize Winning Novels
HISTORY, ECONOMICS, AND POLITICS, 29-32
American History via the Novel
Colonial History and American Revolution
European History through Biography
Law, Politics, and Society
An Introduction to Economics
Archaeology
Anthropology
International Relations
Popular Protests in U.S. History
LANGUAGES, 33-35
Elementary Russian
Elementary Chinese
Elementary German
Intermediate and Advanced French
Intermediate and Advanced Spanish
Intensive Beginning Latin
MATHEMATICS, 36-37
Advanced Computer Programming
Intermediate Algebra
Probability and Statistics
Pre-Calculus
Calculus

MUSIC, 38-39
Chamber Music Program
PHILOSOPHY AND PSYCHOLOGY, 40-43
Bioethics
Existentialist Thought
Law and Morality
Psychology, Contemporary Issues
Living, Loving, and Learning
Social Psychology
SCIENCE, 44-46
Introductory Physics
Oceanography and Marine Biology
Intensive Beginning Chemistry
Modern Astronomy
Animal Behavior
Human Physiology
Comparative Vertebrate Biology
Advanced Experimental Chemistry
Minor Courses
ART, PHOTOGRAPHY, AND FILM, 49-50
Ceramics
Photography
Graphics and Photography
Calligraphy
Studio Art
Hitchcock (Suspense and the Cinema)
Film Comedy
Who's Afraid of Modern Art
ENGLISH, 51-55
Basic Exposition
Short Story Workshop
Journal Writing
Research Paper
Etymology and Semantics
Doctors, Lawyers, and Revolutionaries
Modern Russian Fiction
Spies, Terrorists, and Revolutionaries
Contemporary Literature
The National Pastime
Children's Literature
Poetry Workshop
Speech and Debate

HISTORY, ECONOMICS, AND POLITICS, 56-57
International Relations
The Supreme Court and the Constitution
Money, Banking, and the Economy
The Soviet Union Today
LANGUAGES, 58
Conversational Spanish
Conversational French
Conversational German
MATHEMATICS, 59-60
Intermediate Algebra
Computer
Trigonometry
MUSIC, 61
Chorus
Symphony Orchestra
Song Writing
The Broadway Musical
PHILOSOPHY, PSYCHOLOGY, AND RELIGION, 62-65
Abnormal Psychology
Dreams and Their Analysis
Moral Questions in Contemporary Life
Psychology, Current Issues
Rebellion and Literature
Social Psychology
The Religions of Man
SCIENCE, 66
Advanced Labs in Biology
Human Anatomy
Introduction to Electronics
Molecular Biology

General Index

Academic Credit, 11
Academic Requirements, 10
Academic Standards, 11
Activities, 15
Admissions, 7
Art Gallery, 5, 84
Arts and Communications Center, 5, 84
Athletics, 15
Campus, Map of, 84
Chamber Music Program, 11, 38-39
College Counseling, 16
Computer, Advanced, 12, 36
Daily Schedule, 15
Discipline, 13
Dormitory Life, 13
Drawing Accounts, 10
Dress, 15
Encounter, 16
English as a Second Language, 26
Faculty and Administration, 80-82
Fees and Expenses, 9, 88
Financial Aid, 9
Grades, 10
Homework, 15
Library, Oliver Wendell Holmes, 5, 84
Major Courses, 21-46
Medical Care, 17
Minor Courses, 49-66
Music Courses, Minors, 61
Music Program, Chamber, 11, 38-39
Music, private instruction, 12
Newspaper, student, 25
Off-Campus Excuses, 14
Off-Campus Trips & Tours, 16
Religious Services, 17
Scholarships, 9
Students, 69-79
Studio Art, Intensive, 12, 21
The Andover Summer Session, 6
Tuition, 9
The Winter Session, 18
Work Program, 14

The Summer Session, in accordance with Phillips Academy's Policy, admits students of any sex, color, national and ethnic origin.

Please Return All Application Materials in the Large Envelope Provided in the Back of the Catalog.

CHECK LIST FOR COMPLETING YOUR APPLICATION

1. Fill out Application Form 1 completely and attach the \$20.00 application fee. Checks should be made payable to the Trustees of Phillips Academy and should be drawn on a U.S. bank in U.S. funds.
2. Ask your counselor to give you a copy of your latest transcript, including the *most recent* (83-84) grades.
3. Request that your guidance counselor fill out Form 2 and return it to you. Applicant should provide counselor with an envelope so that the form may be confidential.
4. Ask two current teachers to fill out the Teacher Recommendations (Forms 3 and 4) and return them to you. Applicant should provide each teacher with an envelope so that the forms may be confidential.
5. Autobiography: Without help, please write a letter in which you introduce yourself. You might discuss the following: Interests, activities, or experiences that you enjoy or value most, or the people or events that have particularly influenced your outlook and goals. What are your reasons for wishing to attend the Andover Summer Session?
6. Assemble *All* of the above materials **IN THE ENVELOPE PROVIDED**; (use the check list on front of envelope) and return to Andover Summer Session. **AFFIX ADEQUATE POSTAGE FOR THE APPLICATION PACKET.**

SPECIAL REQUIREMENTS FOR SPECIAL PROGRAMS:

Chamber Music Applicants:

1. Same as above except Form 3 should be given to a music teacher and Form 4 to an academic teacher.
2. Include an audition tape.

Symphony Orchestra Minor Applicants:

Include an audition tape.

Intensive Studio Art Applicants:

1. Same as above except Form 3 should be given to an art teacher and Form 4 to an academic teacher.
2. Include a portfolio.

Advanced Computer Applicants:

Include a program simulating the dealing of a bridge hand.

ENTRANCE APPLICATION

for

The 1984 Andover Summer Session
Phillips Academy, Andover, Massachusetts 01810

1

TO BE FILLED OUT BY APPLICANT AND SIGNED BY PARENT

(PLEASE PRINT)

1. Name _____ Sex _____ Age in June _____ Date of Birth _____
Last First Middle

2. Home Address _____
Street and Number City State Zip Code

3. Name of _____ or _____
Parent(s) Guardian(s)

Home Phone () _____ Office Phone () _____
Area Number Area Number

4. Present School _____ Present Grade level _____

5. School Address _____

6. Name of Guidance Counselor _____

7. Refer to "Academic Requirements" in the catalog for guidance in choosing your courses. The course load for each student is 18 hours of class work a week which is fulfilled by taking either a 12-hour major course and a 6-hour minor or by taking one 18-hour course. (Note: Chamber Music students and Intensive Studio Art students take, respectively, an all music or all art program and do not take majors and minors.)

Since on occasion it is necessary to cancel a course that has not drawn sufficient enrollment, and since it often happens that popular courses fill up quickly, and since it is not possible to offer multiple sections in all courses, it is imperative that the applicant list **ALL FOUR CHOICES IN ORDER OF PREFERENCE.**

MAJOR COURSE CHOICES

1st _____
2nd _____
3rd _____
4th _____

MINOR COURSE CHOICES

1st _____
2nd _____
3rd _____
4th _____

8. If you are an Advanced Computer applicant, please check here ☐

(Please remember that a program simulating the dealing of a bridge hand must accompany your application.)

9. If you are an Intensive Studio Art applicant, please check here ☐

(Please remember that a portfolio must accompany your application.)

Which of the Visual Arts do you wish to emphasize (Ceramics, Painting, Photography, Printmaking, or Sculpture)? _____

10. If you are a Chamber Music Student, please check here ☐

(Please remember that an audition tape must accompany your application.)

What instrument do you play? _____ How many years? _____

11. If you are applying for a minor course in "Symphony Orchestra"

What instrument do you play? _____ How many years? _____

(Please remember that an audition tape must accompany your application.)

12. If you are a foreign student, please fill in the following information for the I-20 form:

Date of birth _____ Country of birth _____ Country of Nationality _____
Mo/Day/Year

YES NO

13. Are you also applying to the 1983-84 regular winter session at Phillips Academy? _____

14. Do you require financial aid from the Summer Session? Please apply for aid only if it is *absolutely necessary*. (Aid applicants MUST mail in the pink Application for Financial Aid. Ask for this form immediately if you need one. The deadline for complete scholarship applications is March 1.) _____

15. Do you plan to be a day student (live at home and commute to school)? _____

16. Do you have any relatives who are graduates, students, former Summer Session students, or employees of Phillips Academy? _____
(If so, give name(s), relationship to you, and relationship to the Academy.)

17. Signature of parent or guardian _____ Date _____

Please place this application, together with the rest of the application material, in the envelope provided at the back of the catalogue and return to: Jean McKee

Director of Admissions
THE ANDOVER SUMMER SESSION
Phillips Academy
Andover, MA 01810

SCHOOL REPORT

for

The 1984 Andover Summer Session

Phillips Academy, Andover, Massachusetts 01810

2

TO BE FILLED OUT BY YOUR GUIDANCE COUNSELOR AND RETURNED WITH YOUR LATEST TRANSCRIPT. (If your school has no guidance counselor, have this form filled out by a teacher.)

Applicant should provide an envelope for the counselor's convenience. The counselor should seal the envelope, sign across the seal for confidentiality, and return it to the student.

(PLEASE PRINT)

Applicant's Name _____
Last First Middle

Applicant's Address _____

Guidance Counselor's Name _____

Phillips Academy, founded in 1778, is a four-year boarding school of 1180 boys and girls. Its rigorous program is designed for very able students. The Andover Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field in which she or he is competent, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Guidance Counselor:

Your early attention is crucial to the applicant's admission to the Andover Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

Please provide the following information:

1. His or her latest transcript, including the current year's grades (if semester grades are not available, midterm grades are acceptable.)
2. All recent significant achievement and aptitude test results.
3. If class is sectioned by ability, what section is candidate in? _____

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. Please indicate below your estimate of the applicant's promise of:

a) success in a demanding program?

b) contributing to the community life of the Summer Session?

(Over)

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Poor	Insufficient Evidence
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Position _____

Complete School Address _____

School Tel. No. _____

Counselors Office No. _____
(if different)

How long have you known applicant; in what relationship? _____

Please return to the student in a sealed envelope.

Thank you for your help in completing this form.
Please make sure that you have signed the envelope across the seal for confidentiality.

Eng

TEACHER RECOMMENDATION

for

The 1984 Andover Summer Session

Phillips Academy, Andover, Massachusetts 01810

3

TO BE FILLED OUT BY A CURRENT TEACHER (Chamber Music students give to music teacher, and Intensive Studio Art students give to art teacher). All applicants should provide an envelope for the teacher's convenience. The teacher should seal the envelope, sign across the seal for confidentiality, and return it to the student.

(PLEASE PRINT)

Applicant's Name _____
Last First Middle

Teacher's Name _____

Phillips Academy, founded in 1778, is a four-year boarding school of 1180 boys and girls. Its rigorous program is designed for very able students. The Andover Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field in which she or he is competent, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Teacher:

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a. success in a demanding program?

b. contributing to the community life of the Summer Session?

(Over)



Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Poor	Insufficient Evidence
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Subject Taught _____

Complete School Address _____

_____ School Tel. No. _____

How long have you known applicant; in what relationship? _____

Please return to: Please return to the student in a sealed envelope.

Thank you for your help in completing this form.
Please make sure that you have signed the envelope across the seal for confidentiality.

Watts

TEACHER RECOMMENDATION

for

The 1984 Andover Summer Session

Phillips Academy, Andover, Massachusetts 01810

4

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(PLEASE PRINT)

Applicant's Name _____
Last First Middle

Teacher's Name _____

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a. success in a demanding program?

b. contributing to the community life of the Summer Session?

(Over)

Section or Level std is in —
approx standing — class ?

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Poor	Insufficient Evidence
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity <i>Peer Compatibility</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Subject Taught _____

Complete School Address _____

_____ School Tel. No. _____

How long have you known applicant; in what relationship? _____

Please return to the student in a sealed envelope.

Thank you for your help in completing this form.
Please make sure that you have signed the envelope across the seal for confidentiality.

AFFIX
PROPER
POSTAGE

To: Jean McKee
Director of Admissions
The Andover Summer Session
Phillips Academy
Andover, MA 01810

ENCLOSURES:

- ☐ Form 1 Application
- ☐ Application Fee
- ☐ Form 2 Counselor Recommendation
- ☐ Current Transcript
- ☐ Form 3 Teacher Recommendation
- ☐ Form 4 Teacher Recommendation
- ☐ Autobiography

SPECIAL PROGRAM APPLICANTS:

Music Audition Tape/Art Portfolio/Computer Program
MUST be mailed *concurrently* under *separate* cover.

Design, Ann Parks
Photography, Jeffrey Thompson
Printed by Davis Press, Inc.

PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS 01810

